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DATE:

November 5, 2018

TO:

John Robert Behling, President

UW System Board of Regents

FROM:

Ray Cross, President

UW System

SUBJECT:

Annual Academic Freedom and Freedom of Expression Report

Ray Crace

On October 6, 2017, the UW System Board of Regents adopted Regent Policy Document (RPD) 4-21, "Commitment to Academic Freedom and Freedom of Expression." RPD 4-21 reaffirms the UW System Board of Regents' longstanding support of academic freedom and freedom of expression. The policy recognizes that each institution in the University of Wisconsin System has a "solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them."

The policy requires UW System Administration to prepare an annual report for the Board of Regents describing the implementation of RPD 4-21, including a description of efforts to support academic freedom and freedom of expression and a report of policy violations. This first annual report describes activities implemented by UW System institutions between July 1, 2017 and June 30, 2018. To collect information for this report, the Office of the Board of Regents surveyed UW System institutions.

Efforts to Support Academic Freedom and Freedom of Expression

UW System institutions were asked to describe any activity adopted by the institution to affirm a commitment to academic freedom and freedom of expression. The following report highlights examples of activities implemented by UW System institutions in support of academic freedom and freedom of expression. Institutions reported a wide variety of activities, with some activities implemented prior to the Board's adoption of RPD 4-21.

Public Presentations on Academic Freedom and Freedom of Expression

Several institutions reported they hosted presentations and discussions open to the campus community addressing topics related to academic freedom and freedom of expression.

 At UW-Eau Claire, the Director of the Center for Constitutional Studies gave a presentation on freedom of expression titled, "Public Universities and the First Amendment: Invited Speakers, Campus Protests, and Disorderly Conduct." The presentation included a discussion of RPD 4-21. UW-Eau Claire also hosted a speech from Howard Schweber, Associate Professor of Political Science at UW-Madison, titled, "The First Amendment on Campus: Free Speech, Academic Freedom and the Challenges for Higher Education."

- UW-Milwaukee instituted a yearlong "Chancellor's Freedom of Expression and Civil
 Discourse Series." The speaker series included four discussions throughout the year related
 to free speech and academic freedom. Over 2,000 students attended the discussions and the
 series was livestreamed and posted on YouTube. UW-Milwaukee reports that the videos
 have been viewed over 14,000 times to date.
- UW-Oshkosh sponsored activities on Constitution Day, which included distribution of copies of the U.S. Constitution and an activity where students, faculty and staff were asked to respond to the question, "What does the Constitution mean to you?" The day included a discussion on Wisconsin's proposed Campus Free Speech Act with Representatives Michael Schraa and Gordon Hintz. Constitution Day is September 17th and commemorates the September 17, 1787 signing of the U.S. Constitution. The Campus Free Speech Act ultimately did not pass the legislature.
- UW-Stevens Point sponsored a forum on how to engage in productive and peaceful political discussion as part of its "Communication and Conflict Series." UW-Stevens Point also sponsored a discussion attended by approximately 100 students and faculty about the First Amendment titled, "Hate Speech Is Not Free Speech...Or Is It?"
- At UW-Stout, Chancellor Meyer established a new Center for the Study of Institutions and Innovations (CSII). The purpose of the Center is to "facilitate civil and rational debate and research in the state and beyond on important civil liberty issues." Chancellor Meyer, Regent Emeritus Tim Higgins, and John Nichols of the Capital Times discussed RPD 4-21 as part of CSII's first panel discussion. CSII addressed other topics related to free speech during Free Speech Week events held in October 2017. Free Speech Week, held during the third week in October, is a national event to recognize the importance of free speech and freedom of the press. Like Constitution Day, Free Speech Week provides higher education institutions an ideal opportunity to explore issues related to freedom of expression. UW-Stout's CSII also sponsored a Civil Liberties Symposium in April 2018.
- UW-Superior invited a staff attorney from UW System's Office of General Counsel to share thoughts with students on academic freedom and free speech as part of a "CommUnity Conversation."
- UW-Whitewater sponsored a "Free Speech Colloquium" in November and "Civil Discourse World Café" in February. According to UW-Whitewater's website, the purpose of the Civil Discourse World Café was to bring the university community together to discuss how to create more campus-wide engagement in programs that promote civil discourse.

Hosting Speakers Holding Diverse Viewpoints

In addition to presentations and discussions directly addressing academic freedom and freedom of speech, UW-Milwaukee, UW-Oshkosh and UW-Whitewater demonstrated the institution's general support of freedom of speech by providing examples of events featuring speakers with varying perspectives on a range of topics.

- UW-Milwaukee invited Carly Fiorina, former CEO of Hewlett-Packard and a 2016 Republican presidential candidate, to speak on campus.
- UW-Oshkosh described a range of student- and institution-sponsored events to
 demonstrate the institution's commitment to facilitating discussion about a broad array of
 topics. Examples included "meet and greets" with candidates for public office from both
 parties as well as speakers and events to engage audiences in conversations about health
 care, social justice, and terrorism.
- UW-Whitewater provided examples of entities and organizations, along with a wide range
 of programs, events, and activities that demonstrated the institution's general commitment
 to providing students with the opportunity to hear a wide variety of perspectives related to
 important current events.

Engaging Campus Leadership

- UW-Parkside reported they discussed RPD 4-21 with Parkside Student Government Leaders in February 2018.
- UW-River Falls reported they discussed RPD 4-21 at the October 16 and 31, 2017, meetings
 of the Chancellor's Cabinet shortly after the Board adopted the policy. Academic freedom
 and freedom of speech were also discussed by UW-River Falls' leadership and shared
 governance leaders at the UW-River Falls' Leadership Assembly in October and November
 of 2017. RPD 4-21 was also discussed as it applies to various case studies.

Training and Coursework

Several institutions reported they provided training or coursework about free speech issues.

- In February, approximately 15 UW-Parkside employees reviewed a webinar, "Free Speech:
 10 Case Studies that Changed Campus Communities."
- UW-Platteville administrators attended the session on student speech and RPD 4-21 at UW
 Law Days in March 2018. Residence Life staff attended UW System Resident Director
 training at UW-Stout on "First Amendment Response by Residence Life Professionals."
 Resident Directors also attended a professional development opportunity on campus

discussing First Amendment case studies. Finally, members of the University Bias Incident Team attended a program on the First Amendment.

- UW-Milwaukee described how a media graphics class implemented a campus-wide poster program, based on media research, around the subject of free speech. The students displayed the posters around campus in April 2018. UW-Milwaukee reported the class was an example of aligned curriculum used in support of freedom of speech.
- UW-Stevens Point offered a four-week course on free speech and hate speech in Spring 2018. UW-Stevens Point also sponsored a reading group for community members and students to examine free speech issues on campus.

Policies

- UW-River Falls and UW-Superior reported they worked with the UW System Office of General Counsel to review the institutions' administrative and operational policies to ensure language in the policies was compliant with RPD 4-21. OGC reports they have also reviewed policies with UW-Whitewater, UW-Platteville, and UW-Parkside and that the remaining campuses are working on similar reviews either through their institutional legal offices or with OGC.
- UW-Whitewater described how the institution's strategic plan supports the implementation of RPD 4-21.

Barriers to Academic Freedom and Freedom of Expression

As required under RPD 4-21, UW System institutions were also asked to report any material barriers to upholding academic freedom and freedom of expression and steps UW System institutions have taken to remove those barriers. Institutions that responded to this question on the survey indicated that they had not encountered any barriers to protecting the freedoms outlined in RPD 4-21.

Violations of RPD 4-21

Under RPD 4-21, any student who is found responsible for a second time for materially and substantially disrupting the freedom of expression rights of others is required to be suspended for a minimum of one semester. Any student found responsible for disruptive behavior a third time is required to be expelled. However, these specific provisions of the policy are not currently in force and are the subject of on-going administrative rule-making. Employees charged with disrupting the freedom of expression of others are subject to procedures under Ch. UWS 18, Wis. Admin. Code and UW System institution policies.

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RPD 4-21 requires UW System Administration to include a description of any formal complaint of violations of academic freedom or freedom of expression and the administrative response to the violation as part of the annual academic freedom and freedom of expression report. Separately from the annual reporting requirement, RPD 4-21 requires the Chancellor of a UW System institution to report directly to the Board any instance where the institution does not suspend or expel a student whom the institution has found responsible on two or more occasions of disrupting the freedom of expression rights of others.

UW System institutions reported no violations of RPD 4-21 by either students or employees between the policy's adoption in October 2017 and June 30, 2018.

Notification Requirements

The Office of the Board of Regents also requested information from UW System institutions regarding the status of efforts to meet the notification requirements found in RPD 4-21. RPD 4-21 requires each UW institution to include information regarding freedom of expression in orientation materials for freshmen and transfer students entering the institution. UW-Milwaukee, Parkside, and River Falls reported they began providing information about RPD 4-21 as part of their orientation sessions in May 2018, while UW-Stevens Point reported they sent an email notification to all incoming students in July 2018 after the summer registration period. Other institutions reported they plan to include information about RPD 4-21 during orientation sessions for the 2018-19 academic year.

RPD 4-21 also requires institutions to notify all enrolled students and employees annually of the requirements of RPD 4-21. UW-Madison, Stevens Point, and Whitewater reported that they have notified students about the policy requirement. UW-Madison, Oshkosh, Parkside, Platteville (new employees), River Falls, Stevens Point, Superior and Whitewater indicated they have notified employees about RPD 4-21. Other institutions indicated that they plan to notify students and employees about the requirements of RPD 4-21 beginning in September 2018.

Several institutions noted the Board of Regents approved RPD 4-21 in October 2017, after the beginning of the 2017-18 academic year, and that they planned to meet the RPD 4-21 notification requirements beginning in Fall 2018.

UW System Institution Initiatives in Support of RPD 4-21, "Commitment to Academic Freedom and Freedom of Expression" July 1, 2017 to June 30, 2018

Institution	Description of Activity	Date of Activity	Target Audience	Estimated Number of Students or Employees
UW-Eau Claire	UWEC Professor Eric Kasper, Director of UWEC's Center for Constitutional Studies, gave a presentation on the freedom of expression and public universities titled, "Public Universities and the First Amendment: Invited Speakers, Campus Protests, and Disorderly Conduct." He discussed state and federal constitutional protections of the freedom of speech, types of government action that infringe on the freedom of speech, and how the protection of free speech varies by context. He also specifically discussed Regent Policy Document 4-21.	October 25, 2017	Campus community	
UW-Eau Claire	Howard Schweber from UW-Madison gave a speech on campus titled, "The First Amendment on Campus: Free Speech, Academic Freedom, and the Challenges for Higher Education." Schweber discussed the tension that can exist between the freedom of expression and academic freedom. He also discussed how different locations on campus raise different free speech concerns.	April 30, 2018	Campus community	
UW-Eau Claire	UWEC is in the process of developing procedures to notify students and employees about RPD 4-21 in September 2018 and to provide information about RPD 4-21 as part of annual freshman and transfer student orientation on September 4, 2018. UW-EC is also planning a panel presentation for Constitution Day, September 17, 2018, and programming around Free Speech Week, October 22-28, 2018.	Planned activities		
UW-Green Bay	The UW-Green Bay Chancellor appointed a Free Speech Task Force chaired by the Vice Chancellor for Student Affairs and Campus Climate. The task force consists of eight students who examine freedom of expression/demonstration policies and make			

Institution	Description of Activity	Date of Activity	Target Audience	Estimated Number of Students or Employees
	recommendations for changes. The task force worked primarily on behalf of students. The group meets monthly.			
UW-Green Bay	The policy (RPD 4-21) was adopted in October 2017 <u>after</u> University notifications of policy changes were sent to students and faculty for AY 2017-18. Formal notification of the policy will be included in the September 18 University notifications. Orientation for AY18-19 occurs in August. Notification will be provided to students at that time.	Planned activities	Students, including new students, and employees	
UW-La Crosse	Chancellor's email regarding freedom of speech issues.	August 21, 2017	Students and employees	12,000 students and employees
UW-La Crosse	UW-La Crosse is actively developing comprehensive information on RPD 4-21, and the issues of freedom of expression and academic freedom more broadly, that will be shared with students, faculty, and staff through a variety of means including in-person presentations, printed materials, and online communications.	Planned activities	Students, including new students, faculty, and staff	
UW-Madison	An article on the Board of Regents action on freedom of expression was sent to all students in the Weekly, which is a weekly publication for UW-Madison students.	October 11, 2017	Students	43,820 students
UW-Madison	An article on the Board of Regents action on freedom of expression was sent to all employees in Inside UW, which is a weekly publication for UW-Madison employees.	October 12, 2017	Employees	21,752 employees
UW-Madison	The policy will be communicated to incoming students (those starting summer or fall 2018) via email from the Dean of Students who is implementing a series of six summer emails to all new freshmen and transfer students. The Freedom of Expression topic fits best within the message on inclusion and Community Expectations, which is scheduled to be sent August 14, 2018. The series is distributed to a "live" Wisc List of incoming students, so it will be sent to 100% of new students.	Planned activities	New students	

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UW-Milwaukee	Campus-wide email update dated August 18, 2017 on the issue of free speech: https://uwm.edu/chancellor/chancellors-update-free-speech-and-hatred/	August 18, 2017	Campus community	
UW-Milwaukee	Campus-wide Fall Welcome email dated August 24, 2017, announcing the Freedom of Expression and Civil Discourse series which was kicked off with the Common Read selection: https://uwm.edu/chancellor/chancellors-update-welcome-back/	August 24, 2017	Campus community	
UW-Milwaukee	UW-Milwaukee instituted a yearlong Chancellor's Freedom of Expression and Civil Discourse Series, which included the following:	September 27, 2017; and February 9, March 7, April 13, 2018	Campus community	Over 2,000 students. The speaker series was
nasa ara	September 27, 2017: "When Free Speech Collides with Impermissible Speech: A Civil Discourse." The panel moderator was Pulitzer Prize winning syndicated columnist and senior journalist from the Chicago Tribune, Mr. Clarence Page.	C. PALISAGO		livestreamed and played back on YouTube. To
	February 9, 2018: "Race and Free Speech on Campus: Then and Now." This symposium provided historical and current perspectives on the changing significance of racial equality and justice in the free speech movement.			date, the videos have been viewed by over 14,000 people
	March 7, 2018: "Is Campus Protest Protected Speech?" The speaker was Dr. Geoffrey Stone, Edward H. Levi Distinguished Service Professor of Law, University of Chicago.	Maria de la companya		
	April 13, 2018. "Social Media and Academic Freedom." Speakers included George Ciccariello-Maher (NYU) and Steve Salaita (writer.)			
UW-Milwaukee	Carly Fiorina, former CEO of Hewlett-Packard, philanthropist and 2016 Republican presidential candidate was invited to campus to speak.	April 12, 2018	Campus community	
UW-Milwaukee	Media Graphics Spring 2018 class prepared a campus-wide poster program, based on media research, to address three questions	April 12, 2018	Campus community	er von

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GAL CARREST	related to the First Amendment: (1) What does the First Amendment protect?; (2) What is not protected by the First Amendment?; and (3) What are the costs or benefits of civil discourse?	0.000,00.00.2	Move farming	
	The students prepared posters for display on April 12 and engaged those who stopped to review the posters in a discussion around the First Amendment and how we protect everyone's right to free speech-whether we agree with the speech or not. This is a representative sample of aligned curriculum used at UW-Milwaukee.			
UW-Milwaukee	Campus-wide Fall Plenary Address on September 28, 2017 (video and slides available here: (video and slides available here: https://uwm.edu/chancellor/2018-fall-plenary/	September 28, 2017	Campus community	
UW-Milwaukee	Campus-wide Spring Plenary Addresses on January 25, 2018 (video and slides available here: https://uwm.edu/chancellor/2018-spring-plenary/	January 25, 2018	Campus community	
UW-Milwaukee	Information provided as part of freshman and transfer Student orientations beginning in May of 2018. Information includes a one-page summary of RPD 4-21.	May and June2018	New freshman and transfer students	
UW-Milwaukee	UWM's first annual written notification to all students and employees of RPD 4-21 is planned for September of 2018, within the first year of enactment of the policy in October of 2017.	Planned Activities	Students and employees	
UW-Oshkosh	Email to all employees about UWS/Regent policies.	September 25, 2017	All employees	
UW-Oshkosh	UW-Oshkosh sponsored activities on Constitution Day, which included distribution of copies of the U.S. Constitution and an activity where students, faculty and staff were asked to respond to the question, "What does the Constitution mean to you?" The Day ended with discussion on the Free Speech Act with	September 18, 2017	Students and employees	Several dozen
	Representatives Michael Schraa and Gordon Hintz. Photos & video at: https://uwosh.edu/adp/constitution-day/	7-20-299	Carrier	

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UW-Oshkosh	UW-Oshkosh provided examples of the constellation of student- and institution-sponsored events that demonstrate UW Oshkosh's commitment to facilitating a broad array of topics and speakers, and in the process, more broadly supporting academic freedom and freedom of expression. Examples include: September 19, 2017-Young Americans for Liberty club	Various	Campus community	
	organizational meeting. October 20, 2017-Meet and Greet with Senator Tammy Baldwin			
	March 3, 2018-Oshkosh Student Association Presidential Debate hosted by Turning Point USA and College Democrats.			
	March 26, 2018- Blue & White Truth – Israelis telling Israel's Story, ethics, facts and dialogue by Turning Point USA at UW-Oshkosh			
	March 27, 2018- Capitalism Trumps Socialism Naturally event sponsored by Turning Point USA of UW Oshkosh			
	April 4, 2018-Meet and Greet with Leah Vukmir			
	April 10, 2018-Fight for better HealthCare discussion hosted by NextGen student organization			
	April 16 – 20, 2018-UW-Oshkosh Social Justice Week (multiple topics, from health care to refugee policies)			
	May 8, 2018-Skype call with Kelda Roys about her campaign for Governor, hosted by College Democrats.			
UW-Oshkosh	Office of the Provost and Academic Affairs new faculty orientation program.	August 29, 2017	New faculty	

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UW-Oshkosh	Policy in UW-Oshkosh Faculty/Staff Handbook: FAC 1.A.2. Academic Freedom		Faculty and staff	
UW-Oshkosh	UW-Oshkosh has developed a plan to share information with new students entering in fall 2018 semester.	Planned activities	New freshmen and transfer students	
UW-Parkside	UW-Parkside sent email to notify employees about RPD 4-21.	October 6, 2017	Employees	
UW-Parkside	Discussion with Parkside Student Government - discussed RPD 4-21 with PSG leaders.	February 2018	Students	25
UW-Parkside	Free Speech: 10 Case Studies that Changed Campus Communities Webinar.	February 6, 2018	Employees	15
UW-Parkside	Reference to RPD 4-21 during orientation session "What it means to be a Ranger" session for all new First Year and Transfer students.	Began May 2018	All new and transfer students	
UW-Parkside	UW-Parkside plans to send emails to all students, faculty and staff in September 2018. UW-Parkside also plans to add RPD 4-21 to the student handbook, which will be distributed electronically beginning September 2018.	Planned Activities	Students, faculty and staff	All students, faculty and staff
UW-Platteville	UW-Platteville administrators attended UW-Law Days and attended the session on student speech and RPD 4-21.	March 7, 2018	Employees	10
UW-Platteville	UW-Platteville Residence Life staff attended UW System Resident Director training at UW Stout on First Amendment Response by Residence Life Professionals.	August 8 and 9, 2017	Employees	16
UW-Platteville	UW Platteville Resident Directors attended a professional staff development on campus discussing First Amendment case studies.	Fall 2017	Employees	16
UW-Platteville	Members of the University Bias Incident Team (UBIT) attended a Gehring Institute targeting the topic of First Amendment. Lee Bird, author of The First Amendment on Campus: A Handbook for College and University Administrators.	Week of July 8, 2018	University Bias Incident Team Members	8
UW-Platteville	Email to new employees. New employees receive a document with links to policies they must review and attest to having read. RPD 4-21 is one of the policies included.	March 29, 2018, ongoing	New employees	21

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UW-Platteville	Information included on UW-Platteville's Compliance Services Webpage.	September 2017, ongoing	Students, employees and public	10%, but available to all students, employees, and the public
UW-Platteville	With assistance from UW-System, UW-Platteville reviewed and (as needed) modified the following policies that could be impacted by RPD 4-21: • Guidelines and expectations for protest attendance and participation • Student center facility use policies • Equal employment opportunity policy • Sexual misconduct policy • Sexual violence and sexual harassment policy • Policies and procedures regarding discrimination and harassment • Division of Diversity and Inclusion/policies and statements • HR/discrimination and harassment • UW-Platteville Faculty Handbook, Chapter 5, discrimination and harassment policies and procedures • Posting Policy: Posting and Advertising Procedures • Sidewalk Chalking • Hate and Bias Incidents • Contact Tables • Reservation Policies		Campus community	
UW-Platteville	Planning to email students and employees notifying them about the policy. Also, plan to include a printed piece with electronic link to student handbook containing the policy, which approximately 80% of students will receive (students who obtain books from the campus Textbook Center.) New student orientation will include a presentation that covers a variety of topics, including RPD 4-21. Guest speaker Jason LaVasseur will address the policy in detail.	Planned Activities	Students	All students
UW-River Falls	Published statement in 2018-19 New Student and Family Handbook, distributed to all parents and students who attended June 2018 New Student Registration.	May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018	Students, parents, family members	1,500
UW-River Falls	Discussed new Regent Policy Document on freedom of expression as it relates to UW-River Falls at October 16 and October 31 meetings of Chancellor's Cabinet. Discussions included required	October 16, 2017 and October 31, 2017	UW-River Falls senior	13

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	reading of 2017 document published by AGB Press, "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" and article in the July/August 2017 edition of AGB Trusteeship Magazine "When the Middle Ground Is the High Ground: Free Speech and the University."		leadership (employees)	
UW-River Falls	Campus Climate Survey Follow up Action Items distributed and discussed at October 31 Leadership Assembly, further discussed at November 21 Campus Leadership Workshop. Goal 4: Support faculty ability to address difficult or sensitive issues in the classroom. These actions will help ensure understanding of, and adherence to, prevailing guidelines on academic freedom and promote culture of faculty and instructor confidence in working effectively with differing viewpoints. Goal 5: foster a culture of healthy argumentation and debate especially amongst students. These actions are aimed at supporting students' ability to engage in appropriate, healthy dialogue on difficult topics; encouraging students to interact with others who may hold different opinions or come from different backgrounds, and modeling good debate practices, following rules of civil discourse and productive dialogue.	October 31, 2017 and November 21, 2017	UW-River Falls leadership and shared governance - Leadership Assembly	Approx. 100
UW-River Falls	RPD 4-21 discussed as it applies to various case studies at November 21 Campus Leadership Workshop.	October 31, 2017 and November 21, 2017	UW-River Falls leadership and shared governance	Approx. 45
UW-River Falls	Oral communication to student shared governance. The policy was discussed at Student Senate with elected student leadership (see October 17, 2017 Minutes of the Student Government Association meeting). The policy was further referenced in articles by student journalists in the Student Voice newspaper, distributed in print and online and with articles being promoted through the newspaper's Twitter account. Student Affairs will also send a message to all students on the Freedom of Expression	October 2017	Student government leaders	15 elected student leaders who were expected to communicate to their constituents.

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	policy in September 2018 using the "Students Notify" campus listserv.			
UW-River Falls	Various approaches were used to notify faculty and staff about RPD 4-21, including a reference in the campus daily e-newsletter, discussion at the Chancellor's Cabinet meeting, during a Leadership Assembly, and a Campus Leadership Workshop.	October 10, 16, 31 and November 7, 2017	University leadership, with expectation that leaders notify staff.	Newsletter (100% of employees), Chancellor's Cabinet (13), Leadership Assembly (98) and Campus Leadership Workshop (63)
UW-River Falls	UW-River Falls provides a description of RPD 4-21 to students during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression is included in New Student and Family Handbook.	May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018.	New freshmen and transfer students.	
UW-River Falls	Working with UW System's Office of General Counsel, UW-River Falls conducted a thorough review of all administrative and operational policies to ensure language was compliant with RPD 4-21.			
UW-Stevens Point	Hate Speech Is Not Free Speech Or Is It? A Discussion About the First Amendment in 2017	September 18, 2017	Students and employees	100
UW-Stevens Point	Let's Talk Politics-third in the Communication and Conflict Series. A year after the heated 2016 election, discussed how to engage in productive and peaceful political discussion.	November 8, 2017	Students and employees	30
UW-Stevens Point	Keynote Conversation for the Annual Teaching Conference focused on free speech and hate speech.	January 2018	Students and employees	70
UW-Stevens Point	Four-week course on free speech and hate speech	January 22- February 23, 2018	Students	25
UW-Stevens Point	Reading group comprised of community members and students to take a closer look at free speech on college campuses. The group read and discussed "Free Speech on Campus," a new book	April and May, 2018	Students, employees, and community members	20

Institution	Description of Activity	Date of Activity	Target Audience	Estimated Number of Students or Employees
	by constitutional law experts Erwin Chemerinsky and Howard Gillman.			
UW-Stevens Point	Email notification of students of RPD 4-21	November 17, 2017	Students	8,100
UW-Stevens Point	Email notification of employees of RPD 4-21	November 17, 2017	Employees	1,200
UW-Stevens Point	RPD 4-21 discussed during Chancellor Patterson's presentation to the governance group.	September 2017	Employees	45
UW-Stevens Point	UWSP is planning to create a free speech/freedom of expression website similar to the University of Tennessee-Knoxville's Free Speech website.	Planned activity		
UW-Stout	Established a new Center for the Study of Institutions and Innovation in 2017-18 academic year. The intent of the center is to facilitate civil and rational debate and research in the state and beyond on important civil liberty issues guaranteed in the U.S. Constitution: freedom of religion, speech, press, assembly and petitioning the government, and how these liberties relate to institutions and innovation in government, civic, business, social,	Center in existence 2017-18 academic year	Students, employees and the public	Hundreds attended two weeks of events throughout the year
	scientific and religious settings. The center will provide programming on campus and across the state, including speakers, panels and workshops.		Tanboxer*	
UW-Stout	Chancellor Meyer participated in the first CSII panel on campus that discussed the BOR new policy (included also former Regent Tim Higgins and John Nichols of the Capital Times). Other events were held throughout the week. Topics included Controversial Campus Speakers; Freedom of Creative Expression; Accidental Courtesy: Daryl Davis meets the KKK; Free Speech in the Classroom; Three Perspectives on Confederate Monuments, Flags	Week of Oct. 16- 20, 2017	Students, employees and the public	Over 300
	and Symbolism; and a high school First Amendment workshop.	Control of the second	M. Wash and	
UW-Stout	Supported the CSII Civil Liberties Symposium on campus in April 2018. Details are available at https://www.uwstout.edu/about-us/news-center/civil-liberties-symposium-encourage-people-talk-about-difficult-subjects	April 4-5, 2018	Students, employees and the public	Over 300

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UW-Stout	Initiated a revision of the UW-Stout Facility Use Policy to include the BOR Freedom of Expression Policy and make other changes	Policy revisions will be considered by governance groups in fall 2018	Students, employees and the public	-
UW-Stout	Notices will be sent to students and employees at the beginning of the 2018-19 academic year.	Planned activities		
UW-Superior	Reviewed campus policies to ensure compliance with RPD 4-21.	July 2017 & August 2017	Students and employees	100%
UW-Superior	Added policy to Dean of Students Website and student handbook.	September 2017	Students	
UW-Superior	Facilitated Group discussion with students.	November 1 & 3, 2017	Students	20
UW-Superior	Training of Chancellor's Cabinet on Academic Freedom Policy by UW-System Legal.	January 10, 2018	Employees	13
UW-Superior	Academic Dean's Update 1.19.18 e-mail described the purpose of RPD 4-21.	January 19, 2018	Employees	
UW-Superior	CETL weekly email: Connecting with Community described an upcoming "CommUnity Conversation" on the topic of Freedom of Speech, Academic Freedom, and Freedom of Expression.	March 12, 2018	Employees	Sent to faculty, academic staff, and staff
UW-Superior	Wade Harrison from UW System legal shared his thoughts in the below CommUnity Conversation:	March 16, 2018	Students	
	"A growing national debate has broken out over the extent to which colleges/universities, the media, places of employment, and other entities should monitor individual expression and speech. Particularly in places of learning, most would agree that a balance must be established between community standards, students' rights to feel safe, academic freedom, and the ability of individuals to express controversial or unpopular opinions and			•
	perspectives. Come and learn about the legal boundaries and implications of free speech in the University setting."			

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UW-Whitewater	Free Speech Colloquium	November 14, 2017	Both students and employees	
UW-Whitewater	Civil Discourse World café	February 15, 2018	Both students and employees	100
UW-Whitewater	Faculty Forums on Positive Classroom Climate		Faculty	100
UW-Whitewater	Brochure on how to manage difficult classroom conversations	Throughout academic year	Faculty and students	
UW-Whitewater	Email notification about RPD 4-21.	February 12, 2018	Employees	
UW-Whitewater	Email notification about RPD 4-21.	February 12, 2018	Students	
UW-Whitewater	Orientation materials educate students on rights, responsibilities, and policies related to student conduct. UW-Whitewater is currently updating the student handbook to include the new system policy on academic freedom and freedom of expression.	<u></u>		
UW-Whitewater	Campus strategic plan supports the implementation of RPD 4-21 and support efforts to continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued.			
UW-Whitewater	Examples of entities, organizations, programs, events and activities in support of academic freedom and freedom of expression for the UW-Whitewater campus community: Campus Entities and Organizations	Various	Various	Various
	 Chancellor's Committee on Inclusive Excellence Student Diversity, Engagement and Success includes the following: African American Network, Latino Student Program, Native American Support Services, Southeast Asian Support Services, Academic Network King/Chavez Scholars, Center for Global Education, Pride Center at UW-W LEARN Center: Teaching Diversity Hate / Bias Response Team and Incident Reporting 			

Institution	Description of Activity	Date of Activity	Target Audience	Estimated Number of Students or Employees
	Examples of Campus Programs, Events and Activities (Summer 2017 to Present)			
	Freedom of Expression & Use of Campus Facilities/Land https://www.uww.edu/adminaffairs/compliance/freedom-of-expression			
	Visual Voices Exhibit			
	It's on Us Documentary Screening			
	The Butterfly Project Workshop			47.6
	Veterans Week 2017 The Control of the Late of th			
	The Great War and the Making of Arab Nationalism			
	National Black Student Union Conference Clabel Coff on Student Union Conference			
	Global Café on Spanish Speaking Countries			
	32nd Annual MLK Commemorative Event Spring 2018 Clobal Experiences Fair			-1-25
	Spring 2018 Global Experiences Fair Recoming Property Fair Property	The state of the s		
	 Becoming Ryan: Eating Disorder Recovery International Dinner 2018 			
	Writing & Reading Personal Racialization Stories			
	White Folks: Race & Identity in Rural America			
	Poetry Celebration/WI Poet Laureate Karla Huston			
	Seeking Justice for Women in Indian Country			
	African American Heritage Lecture Series (Ongoing)	* * * * * * * * * * * * * * * * * * *		
	Native American Heritage Lecture Series (Ongoing)			
	Latino Heritage Lecture Series (Ongoing)		t galactic c	
	Southeast Asian Heritage Lecture Series (Ongoing)	100000000000000000000000000000000000000	The Oldbridge	

Compiled by the UW System Office of the Board of Regents.

Implementation Status of RPD 4-21 Notification Requirements as of June 30, 2018.

Institution	Information included in	Annual Notice to	Annual Notice to
	Orientation	Students	Employees
UW-Eau Claire	Plans for September	Plans to include	Plans to provide
	2018.	information in	information and a link to
		September 2018	RPD 4-21 in an email to
		welcome and reminder	all employees in
		letter to all students.	September 2018.
UW-Green Bay	Plans to include	Plans to provide	Plans to provide
	information as part of	notification in	notification in
	orientation for	September 2018.	September 2018.
	Academic Year 2018-19.		
UW-La Crosse	Actively developing	Actively developing	Actively developing
	comprehensive	comprehensive	comprehensive
	information to be	information to be	information to be
	shared with students,	shared with students,	shared with students,
	faculty, and staff.	faculty, and staff.	faculty, and staff.
UW-Madison	Information will be	Included article about	Included article about
	communicated to	Regents' action on RPD	Regents' action on RPD
	incoming students via	4-21 in student e-	4-21 in employee e-
	email from the Dean of	newsletter sent to all	newsletter sent to all
	Students in summer or	students in October	students in October
	fall 2018.	2017.	2017.
UW-Milwaukee	Information provided on	Planned for September	Planned for September
	a flash drive to all new	2018.	2018.
	and transfer students		1010.
	beginning in May 2018.	·	
UW-Oshkosh	Plan to share	No	Email sent to all
	information in fall 2018		employees in
	semester.		September 2017 that
			referred to Regent
			policies.
UW-Parkside	Information about RPD	No	Email sent to all
	4-21 included in "What		employees regarding
	It Means to be a		the policy in October
	Ranger" session for all		2017.
	incoming students	·	
	began in May 2018.		
UW-Platteville	Plan to begin providing	Planned for September	Notified all new
	information during	2018.	employees beginning in
	orientation in	·	March 2018.
	September 2018.		
UW-River Falls	Began incorporating	Student affairs plans to	The policy was
	information into	send a message to all	described in the
	orientation in May 2018.	students on the policy in	"Education News"
		September 2018. The	section of the Falcon
		policy has been	Daily News. The Falcon
		discussed with the	Daily News is distributed

Institution	Information included in	Annual Notice to	Annual Notice to
	Orientation	Students	Employees
		Student Senate with expectations that they communicate with their constituents and was referenced in the student newspaper.	to all employees. The policy was also discussed with chancellor's cabinet, leadership assembly and at a Campus Leadership Workshop with expectation that leaders were to inform employees in their respective areas.
UW-Stevens Point	Provided email notification to all first-year students and new transfers after summer registration period in July 2018.	Email notification to all students in November 2017.	Employee notification to all employees in November 2017.
UW-Stout	Will begin to include information in 2018-19 academic year.	Notices will be sent to students at the beginning of the 2018-19 academic year.	Notices will be sent to employees at the beginning of the 2018-19 academic year.
UW-Superior	No	No	Academic dean included description of policy in January 19, 2018 email update to employees.
UW-Whitewater	Currently updating the student handbook to include information about RPD 4-21.	Email sent to students February 12, 2018.	Email sent to employees February 12, 2018.

Compiled by the Office of the Board of Regents, September 5, 2018.

From:

Sandra Cleveland

To:

Megan Wasley

Subject: Date: FW: Freedom of Expression Survey Friday, January 4, 2019 1:22:54 PM

Attachments:

2017-18 Questionaire on Implementation of RPD 4-21.pdf

From: Jess Lathrop

Sent: Thursday, August 9, 2018 10:18 AM **To:** Sandra Cleveland <scleveland@uwsa.edu> **Subject:** Fw: Freedom of Expression Survey

Look what I found in my inbox!

From: UW-Eau Claire Chancellor's Office < chancellor@uwec.edu>

Sent: Friday, August 3, 2018 8:45 AM

To: Jess Lathrop

Subject: RE: Freedom of Expression Survey

Good morning Jess,

Attached is the survey as promised. Please let me know if you need anything further.

Have a wonderful weekend!

Corry Mahnke

Interim Executive Assistant

Office of the Chancellor

mahnkecm@uwec.edu 715-836-2327

uwec.edu #uwec

From: Jess Lathrop < <u>jlathrop@uwsa.edu</u>> Sent: Tuesday, July 31, 2018 4:01 PM

To: UW-Eau Claire Chancellor's Office < chancellor@uwec.edu>

Subject: RE: Freedom of Expression Survey

Sounds good. Thank you.

From: UW-Eau Claire Chancellor's Office [mailto:chancellor@uwec.edu]

Sent: Tuesday, July 31, 2018 3:59 PM **To:** Jess Lathrop < <u>ilathrop@uwsa.edu</u>> **Subject:** Freedom of Expression Survey

Good afternoon Jess,

Chancellor Schmidt is working on the Freedom of Expression Survey, and will have it completed and off to you this week.

Please contact me if you have any questions or concerns.

Corry Mahnke

Interim Executive Assistant
Office of the Chancellor
mahnkecm@uwec.edu | 715-836-2327

uwec.edu #uwec

2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

1) Annual Report to the Board of Regents

- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Submitted on Behalf of: UW-Eau Claire

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Number of Formal Complaints about Students: None

Number of Formal Complaints about Employees: None

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process. DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)
Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

NOT APPLICABLE

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)
Describe the alleged violation.

Describe the administrative response and outcome.

NOT APPLICABLE

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

Description of Activity:

Target Audience (Students or Employees):

Estimated # of Students/Employees Impacted:

Date(s) of Activity:

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

On October 25, 2017, UW-Eau Claire Professor Eric Kasper, Director of UW-Eau Claire's <u>Center for Constitutional Studies</u>, gave a presentation on the freedom of expression and public universities titled, "Public Universities and the First Amendment: Invited Speakers, Campus Protests, and Disorderly Conduct." He discussed state and federal constitutional protections of the freedom of speech, types of government action that infringe on the freedom of speech, and how the protection of free speech varies by context. He also specifically discussed Regent Policy Document 4-21, passed last October.

On April 30, 2018, Howard Schweber from UW-Madison gave a speech on campus titled, "The First Amendment on Campus: Free Speech, Academic Freedom, and the Challenges for Higher Education." Schweber discussed the tension that can exist between the freedom of expression and academic freedom. He also discussed how different locations on campus raise different free speech concerns.

A panel presentation is planned for Constitution Day, September 17, 2018, with areas to be addressed including Free Speech, Regent Policy 4-21 on Academic Freedom and Freedom of Expression, Relation of Bias/Hate speech to Free Speech.

The campus will conduct programming around <u>Free Speech Week</u>, October 22-28, 2018, including invited speakers from off campus.

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

During 2017-18, UW-Eau Claire, pursuant to RPD 4-21 and in cooperation with the UW System Office of General Counsel, undertook a review of its policies to identify any policies having free expression implications, and submitted the review to the Office of General Counsel. Should any concerns be identified, policies will be revised.

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

Following our policy review of 2017-18, we have scheduled the following annual notification for students: Information about and a <u>link</u> to RPD 4-21 will be included in our annual September welcome and reminder letter to all students from the Vice Chancellor for Equity, Diversity, Inclusion, and Student Affairs.

Please provide the following information for each notification to students:

Date of notification:

Method of notification:

Estimated Number or Percentage of Students Notified:

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Following our policy review of 2017-18, we have scheduled the following annual notification: Employees will be provided information on and a <u>link</u> to RPD 4-21 in an e-mail to all employees in September. The information and link will also be in the announcements section of our first Blugold FYI employee email newsletter of the Fall semester, along with information on upcoming programming on academic freedom and freedom of expression.

Please provide the following information for each notification to employees:

Date of notification:

Method of notification:

Estimated Number or Percentage of Employees Notified:

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

Information about and links to RPD 4-21 will be presented at our annual freshman and transfer student orientation on September 4, 2018; during the portion of the program where students are typically provided with policy information.

3.B.) If yes to 3.A., please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?(Optional: Submit additional supporting documents.)

Contact Person:

Name: Teresa O'Halloran

Title: Director of Affirmative Action Email Address: ohallote@uwec.edu Phone Number: 715-836-2522

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

1) Annual Report to the Board of Regents

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression

3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

UW-Green Bay

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1**, **2017**, and **June 30**, **2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1				
2				
3				
4				
5	THE PLANE OF THE SHOP TO SELECT	STOCKES OF PERCENTERS OF	2300 - 12 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	

Q28. To report additional activities, please attach a summary using the same format as above.

Q1C.2. If possible, please provide example	es of brochures, handouts, etc. tha	at illustrate the nature of each activity	
Q1D. E) Please describe any barrie past year, if any, along with any ste		and freedom of expression encount nose barriers.	ered by the institution during the
		Men se vicus	
Q2. 2) Annual Notification of Box			
UW institutions are required to notified and freedom of expression.	fy all students and employees at e	each institution each year of the Boa	d's policy on academic freedon
A) Between July 1, 2017 and June	e 30, 2018, did the institution notif	y students at the institution of RPD	4-21?
○ Yes			
Q2.1. Please provide the following	information for each notification to	o students:	Estimated Number or Percentage of
	Date of Notification	Method of Notification	Students Notified
1			
3			
4			
5			
Q2.2. To report any additional notif	ications, please attach a summar	y using the format above.	
Note regarding notific	cations.docx		
11.6KB application/vnd.openxmlformats-officedocu			
аррисацоп/уни.оренхиниотпась-описечоси	nent.wordprocessingmi.document		
Q47. 2) Annual Notification of B	oard Policy on Academic Freed	om and Freedom of Expression.	
UW institutions are required to noti and freedom of expression.	fy all students and employees at e	each institution each year of the Boa	rd's policy on academic freedon
B) Between July 1, 2017 and June	e 30, 2018, did the institution notif	y employees at the institution of RF	PD 4-21?
C Yes			

application/vnd.openxmlformats-officedocument.wordprocessingml.document

	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
HE SOUTH FOR THE SECOND			
49. To report any additional not	ifications, please attach a summary using	the format above.	
Note regarding not			
11.6K application/vnd.openxmlformats-officedo			
application in the appendix months of the case	odinoni. Wordprocessing/illiassament		
3A. 3) Freshman and Transfe	r Student Orientation.		
ach UW System institution is re stitution's orientation for freshm	quired to provide information, consistent w	vith RPD 4-21, regarding fr	eedom of expression as part of th
Between July 1, 2017 and July 1, 2017	une 30, 2018, did the institution develop in	formation regarding freed	om of expression to provide to
eshman and transfer students o			
eshman and transfer students of			
reshman and transfer students of Yes No			
⊙ Yes			
© Yes		le information regarding fre	eedom of expression during
© Yes © No 3B. B) If yes, please describe to	luring orientation?		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		eedom of expression during Date(s) Provided
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to	luring orientation? the method(s) the institution used to provide		
© Yes © No 3B. B) If yes, please describe to ientation.	luring orientation? the method(s) the institution used to provide	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe to intentation.	luring orientation? the method(s) the institution used to provide the method or information provided during orientation and information provided during orientation.	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe to intentation.	luring orientation? the method(s) the institution used to provide the method or information provided during orientation and information provided during orientation.	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe to ientation.	luring orientation? the method(s) the institution used to provide the method or information provided during orientation and information provided during orientation.	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe to ientation. 3B.1. If possible, please submit	the method(s) the institution used to provide Description of information provided during ori	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe trientation. 3B.1. If possible, please submit	Items are the method (s) the institution used to provide the method (s) the institution used to provide during or information provided during or informatio	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe trientation. 3B.1. If possible, please submit	Items are the method (s) the institution used to provide the method (s) the institution used to provide during or information provided during or informatio	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe frientation. 3B.1. If possible, please submit	Items are the method (s) the institution used to provide the method (s) the institution used to provide during or information provided during or informatio	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe trientation. 3B.1. If possible, please submit Note regarding not 11.7k application/vnd.openxmlformats-officedor	Items are the method (s) the institution used to provide the method (s) the institution used to provide during or information provided during or informatio	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe trientation. 3B.1. If possible, please submit Note regarding not 11.7k application/vnd.openxmlformats-officedor	the method(s) the institution used to provide Description of information provided during ori	entation.	Date(s) Provided
© Yes © No 3B. B) If yes, please describe frientation. 3B.1. If possible, please submit Note regarding not 11.7k application/vnd.openxmlformats-officedor	the method(s) the institution used to provide Description of information provided during ori	entation.	Date(s) Provided

Q26. Contact Person:

Name	Gary L. Miller
Title	Chancellor
Email Address	Millerg@uwgb.edu
Phone Number	920.465.2207

Q18.1. B) Complaints about Students

For each formal complaint about a student, please describe the commissionable to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This goestion was not also byed to the respondent

Q15.1a.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This assestion was not displayed to the respondent.

Q15, fo. Describe the alleged wotation.

This apostion was not displayed to the respondent

Q18.16. Describe the administrative response and outcome.

This quasion was not displayed to the respondent

Q18.1c.

Was this the student's tirst, second, or third (or more) violation?

This adostion was not stuplayed to the toxpondent.

Q28. Old the disciplinary process result in the student's suspension or expulsion?

This assistion was not also layed to the respondent

Q1B.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This apostion was not also layed to the respondent

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent.

Location Data		
Location: (44.52409362793, -87.905601501465)		
Source: GeoIP Estimation		

The UW-Green Bay Chancellor appointed a Free Speech Task Force chaired by the Vice Chancellor for Student Affairs and Campus Climate. The task force consists of eight students who examine freedom of expression/demonstration policies and make recommendations for changes.

The task force worked primarily on behalf of students. The group meets monthly.

This Note applies to all questions regarding notification:

The policy was adopted in October 2017 <u>after</u> University notifications of policy changes were sent to students and faculty for AY 2017-18. Formal notification of the policy will be included in the September 18 University notifications.

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

UW-La Crosse

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	Chancellor's Email	all students and employees	12000	8/21/2017
2	Free Speech website	all students and employees	all	continuous
3				
4				
5				

Q28. To report additional activities, please attach a summary using the same format as above.



Picture2.png 680.1KB image/png

Q1C.2.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.



Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

We did not encounter any barriers.		

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

C Yes

No
 No

Q2.1. Please provide the following information for each notification to students:

This question was not displayed to the respondent

Q2.2. To report any additional notifications, please attach a summary using the format above.

This question was not displayed to the respondent.

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

⊙ No	
Q48. Please provide the following information for each notification to employees:	
This quication was not displayed to the respondent.	
Q49. To report any additional notifications, please attach a summary using the format above.	
This question was not displayed to the respondent	
Q3A. 3) Freshman and Transfer Student Orientation.	
Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as p	art of the
institution's orientation for freshman and transfer students.	
A) Determine helped 0047 and those 00 0040 all the bretterflow develop before the control of the	
A) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide	e to
freshman and transfer students during orientation?	
· C Yes	
⊙ No	
Q38. B) If yes, please describe the method(s) the institution used to provide information regarding freedom of expression durin	a
orientation.	,
Dis quastion was not displayed to the respondent	
Q38.1. If possible, please submit examples of documents or other materials developed to meet this requirement.	
This question was not displayed to the respondent.	
Q30. Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?	
Due to the fact that RPD 4-21 went into effect after the start of the academic year last year, we did not have an opportunity to share information about the policy wi	h students
at the fall orientation, but as the attached files indicate, we have a strong history at UWL of actively promoting the values of freedom of expression and academic fr	
are actively developing comprehensive information on RPD 4-21, and the issues of freedom of expression and academic freedom more broadly, that will be shared	with
students, faculty, and staff through a variety of means including in-person presentations, printed materials, and online communications.	
Q31. Optional: Upload additional supporting documents.	
and the second distribution of the second distri	
Q26. Contact Person:	
Name Nizam Arain	
Title Director of Equity & Affirmative Action	
Email Address narain@uwlax.edu	
Phone Number 608-785-8541	

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

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This question was not displayed to the respondent

O18.18.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent

Q18.16. Describe the alleged violation.

This question was not displayed to the respondent

Q16.1d. Describe the administrative response and outcome.

This question was not displayed to the respondent

Q18.1c.

Was this the student's first, second, or third (or more) violation?

This quasitori was not displayed to the respondent

Q28. Did the disciplinary process result in the student's suspension or expulsion?

This question was not displayed to the respondent

Q18.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent.

Q18.2a.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent

Q18 2b. Describe the alleged violation:

This question was not displayed to the respondent

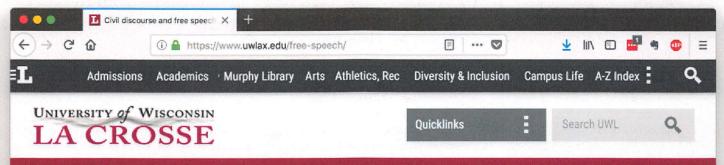
Q18.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent

Location Data

Location: (43.798202514648, -91.128601074219)

Source: GeoIP Estimation



CHANCELLOR







135 Graff Main Hall

solson@uwlax.edu

State budget information

>

Eagle Teaching Excellence Awards

CIVIL DISCOURSE AND FREE SPEECH

Free speech Political activity Public forum guidelines Academic freedom

Resources

Freedom of Speech and the Educational Mission

The mission of the University of Wisconsin-La Crosse is to provide "a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success." In pursuit of this mission, UWL encourages and protects diverse perspectives, the free flow of ideas, and open discussion among students, faculty, staff, and other members of the campus community. Constructive engagement with differing perspectives in a climate of free inquiry is essential to the pursuit of knowledge. UWL is committed to providing all members of the University community the broadest possible latitude to speak, write, listen, challenge and learn.

Encountering new, different or opposing perspectives can be challenging and uncomfortable; this is a necessary feature of the UWL educational experience. Thus, all members of the campus community are encouraged to engage with diverse viewpoints in a manner that affirms our community and furthers our mission, to be thoughtful when participating in the exchange of ideas, and to hold themselves accountable for the impact of their expression on others.

Freedom of Expression in an Inclusive Community

While the University refrains from restricting the exchange of ideas—even ideas that are offensive, disagreeable, or even hateful—this does not mean that the University condones, supports or agrees with all ideas expressed. Statements that demean and exclude members of the campus community are contrary to our core values of "diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community." If we fail to fully include people of all backgrounds and identities, we will fail in our mission of providing a truly dynamic and diverse learning environment for all.

Classroom Discourse

This includes classroom discussions, when the issues are germane to the curriculum. Faculty are encouraged to engage with their students on current events and controversial issues in a manner that is designed to facilitate critical thinking, evaluate competing viewpoints and perspectives, and further the educational aims of the university. The university is committed to supporting the development and practice of inclusive and

To: Students, Miscellaneous, Personnel (Active Only), Nathan Hansen

Dear students and colleagues:

Every August, we look forward to welcoming our students to campus and starting the fall semester on a positive note. This year, however, the recent tragic events at the University of Virginia in Charlottesville call for a different kind of message.

Our hearts go out to the families of the three brave people who lost their lives responding to a shocking display of hatred and violence by white supremacist groups. The First Amendment to the United States Constitution ensures "the right of the people peaceably to assemble," and, tragically, that was not the case in Charlottesville. The three people who died that day powerfully remind us that anti-semitism, Islamophobia, racism, and bigotry are not just a shameful part of our history; they are with us today.

Although UWL has not seen the kind of violence that occurred in Charlottesville, we should not pretend that our campus is immune. Therefore, we must begin the new academic year with a shared commitment to ensuring that UWL is a safe, respectful, and welcoming place for all people. While we strive to maintain a climate of open dialogue and academic freedom, our core values are not up for debate. Bigotry and hate are in complete opposition to what UWL stands for and we condemn them unequivocally. Protecting diverse viewpoints does not mean tolerating those who attack and dehumanize members of our campus community.

In particular, our classrooms must be a space where students and their instructors can engage constructively with the difficult questions that face our nation and world. Encountering new, different, or opposing perspectives can be challenging and uncomfortable; this is a necessary feature of the educational experience and should happen in a climate of mutual respect. Our faculty and instructional staff have the encouragement and support of the university in facilitating these difficult dialogues. The Center for Advancing Teaching and Learning (CATL) provides excellent resources which can be found here.

Because UWL is a state university, outside individuals or groups can use our public grounds as a forum to exercise their First Amendment rights, sometimes in ways that are highly provocative and offensive. These groups do not speak for the university. We will proactively assess any risks to campus safety and will take immediate action against violent behavior, threats, incitement, harassment, and other misconduct.

Anyone who experiences or witnesses bigotry is encouraged to speak out against it, and to seek support from the appropriate university resources, including the Hate Response Team and the Counseling Center. If you see unlawful behavior or feel that your safety is threatened, please contact our University Police. And to learn more about our values of free speech and civil discourse, please see the following web page: www.uwlax.edu/free-speech.

As we approach the start of the fall semester, we are both proud and humbled by the fact that each of our students has entrusted their educational experience to UWL, and we are inspired by the dedication and commitment that our staff and faculty bring to their work each day. We hope that each of you will pause to reflect on the responsibility and opportunity that we have to create a community that reflects our highest ideals. We look forward to working with all of you to achieve this goal.

Sincerely,

Joe Gow, Chancellor

Nizam Arain, Director of Equity and Affirmative Action

Bob Hetzel, Vice Chancellor for Administration and Finance

Betsy Morgan, Provost and Vice Chancellor for Academic Affairs

Grea Reighert Vice Chancellor for University Advancement and President of the LIMI. Foundation

From:

Sandra Cleveland

To:

Megan Wasley

Subject:

FW: UWS Freedom of Expression Questionnaire-UW Madison

Date:

Friday, January 4, 2019 1:23:24 PM

Attachments:

2017-18 Questionaire Freedomof Expression.docx

From: Jess Lathrop

Sent: Tuesday, July 31, 2018 9:52 AM

To: Sandra Cleveland <scleveland@uwsa.edu>

Subject: FW: UWS Freedom of Expression Questionnaire-UW Madison

From: Raymond Taffora [mailto:ray.taffora@wisc.edu]

Sent: Tuesday, July 31, 2018 9:47 AM **To:** Jess Lathrop < <u>jlathrop@uwsa.edu</u>> **Cc:** Quinn Williams < <u>gwilliams@uwsa.edu</u>>

Subject: UWS Freedom of Expression Questionnaire-UW Madison

Jess:

Attached is the above-referenced questionnaire submission from UW-Madison.

Ray

Raymond P. Taffora
Vice Chancellor for Legal Affairs
Office of Legal Affairs
University of Wisconsin-Madison
360 Bascom Hall
500 Lincoln Drive
Madison, WI. 53706

Phone: 608/263-7400

E-Mail: ray.taffora@wisc.edu

2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression3) Freshman and Transfer Student Orientation

Submitted on Behalf of: UW-Madison

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Note: A formal complaint is one which has been referred to the disciplinary process.

Number of Formal Complaints about Students: 0

Number of Formal Complaints about Employees: 0

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

Complaint [#] of [#]: Not Applicable - no complaints

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

Complaint [#] of [#]: Not Applicable - no complaints

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

Description of Activity: Articles on the Board of Regents action on freedom of expression were sent to all students and employees via two weekly email publications: The Weekly (for students) and Inside UW (for employees).

Target Audience (Students or Employees): Both students and employees in separate communications.

Estimated # of Students/Employees Impacted: ~43,820 students; ~ 21,752 employees

Date(s) of Activity: 10/11/17 and 10/12/18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

- Article in student e-newsletter (The Weekly) which is emailed to all students https://news.wisc.edu/information-about-regents-action-on-freedom-of-expression/)
- Article in staff e-newsletter (Inside UW, which is emailed to all faculty and staff)
 https://news.wisc.edu/information-about-regents-action-on-freedom-of-expression/

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

We are unaware of any barriers.

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

Please provide the following information for each notification to students:

Date of notification: 10/11/17

Method of notification: Article in student e-newsletter (The Weekly) which is emailed to all students https://news.wisc.edu/information-about-regents-action-on-freedom-of-expression/)

Estimated Number or Percentage of Students Notified: 100%

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Please provide the following information for each notification to employees:

Date of notification: 10/12/17

Method of notification: Article in staff e-newsletter (Inside UW, which is emailed to all faculty and staff) https://news.wisc.edu/information-about-regents-action-on-freedom-of-expression/

Estimated Number or Percentage of Employees Notified: 100%

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

This policy will be communicated to incoming students (those starting summer or fall 2018) via email from the Dean of Students who is implementing a series of six summer emails to all new freshmen and transfer students. The Freedom of Expression topic fits best within the message on Inclusion and Community Expectations, which is scheduled to be sent August 14, 2018.

The series is distributed to a 'live' Wisc List of incoming students, so it will be sent to 100% of new students.

3.B.) If yes to 3.A., please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

Description of information provided during orientation: See answer to 3A.

Date(s) provided: August 14, 2018.

If possible, please submit examples of documents or other materials developed to meet this requirement.

Optional:	Is there any	additional i	nformation	the institutio	n would like	to share
regarding	its implemen	ntation of R	PD 4-21?			

No.

(Optional: Submit additional supporting documents.)

Contact Person:

Name: Raymond P. Taffora

Title: Vice Chancellor for Legal Affairs

Email Address: ray.taffora@wisc.edu

Phone Number: 608-263-7400

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

1) Annual Report to the Board of Regents

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression

3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

MIlwaukee

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1				
2				
3				
4				
5				

Q28. To report additional activities, please attach a summary using the same format as above.

Q1C.2.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

No barriers were encountered. As there was no possibility to provide detail for responses 2A and 2B, we are including our response to those questions here. UWM's first annual written notification to all students and employees of RPD 4-21 is planned for September of 2018, within the first year of enactment of the policy in October of 2017. There is not a requirement in the policy that the first annual notification be completed prior to July 1, 2018. The importance of freedom of speech and/or the contents of the new policy were discussed in numerous ways throughout the 2017-2018 academic year, including the following communications: 1. Campus-wide email update dated August 18, 2017 on the issue of free speech: https://uwm.edu/chancellor/chancellors-update-free-speech-and-hatred/ 2. Campus-wide Fall Welcome email dated August 24, 2017, announcing the Freedom of Expression series which was kicked off with the Common Read selection: https://uwm.edu/chancellor/chancellors-update-welcome-back/ 3. Freedom of Expression series (details provided above) 4. Campus-wide Fall Plenary Address on September 28, 2017 (video and slides available here: https://uwm.edu/chancellor/2017-fall-plenary/) 5. Campus-wide Spring Plenary Address on January 25, 2018 (video and slides available here: https://uwm.edu/chancellor/2018-spring-plenary/) 6. Freshman and Transfer Student orientations beginning in May of 2018 (including one-page summary of RPD 4-21; see section 3.B)

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2	2017 and June 30, 2018, did	d the institution notity studen	ts at the institution of RPD 4-21?
C Yes			
€ No	•		

42.1. Please provide the to lowing information for each notification to students:

This guastion was not displayed to the respondent

Q2.2. To report any additional postications, please attach a summary using the formal above.

This assistant was not displayed to the respondent

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

C Yes

Q48. If ease provide the following information for each notification to employees:

This avestion was not displayed to the resugnabed

Q49. To report any additional potrtications, please attach a summary using the format above.

This position was not displayed to the respondent

Q3A. 3) Freshman and Transfe	er Student Orientation.		
Each UW System institution is reinstitution's orientation for freshm	equired to provide information, consistent with Finan and transfer students.	RPD 4-21, regarding t	reedom of expression as part of the
A) Between July 1, 2017 and J freshman and transfer students of	une 30, 2018, did the institution develop inform during orientation?	nation regarding freed	dom of expression to provide to
⊙ Yes			
C No			
Q3B. B) If yes, please describe orientation.	the method(s) the institution used to provide in	formation regarding f	reedom of expression during
	Description of the control of the desired desired and the control of the control		Date(a) Davida
1	Description of information provided during orientati	on.	Date(s) Provided
2			
3			
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5			
FOe survey response 15.2k application/vnd.openxmlformats-officedo	KB	nare regarding its imp	elementation of RPD 4-21?
			7 199 NO. 10 10 10 10 10 10 10 10 10 10 10 10 10
N/A			
	Annual Control of the		
Q31. Optional: Upload additional	I supporting documents.		
		(H)	. H. J. y J. v N. y
Q26. Contact Person:			
Name	Sue Weslow		
Title	Director of Executive Projects		
Email Address	sweslow@uwm.edu		

Q1B.1. B) Complaints about Students

Phone Number

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

414-229-4503

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This question was not displayed to the respondent.

Q18.1a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.1b. Describe the alleged violation.

This question was not displayed to the respondent.

Q1B.1d. Describe the administrative response and outcome.

This question was not displayed to the respondent

Q18.1c.

Was this the student's first, second, or third (or more) violation?

This question was not displayed to the respondent.

Q28. Did the disciplinary process result in the student's suspension or expulsion?

This question was not displayed to the respondent.

Q1B.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent

Q1B.2a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q18.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q18.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent

Location Data

Location: (43.03889465332, -87.90650177002)

Source: GeoIP Estimation

Description of Activity:

The University instituted the Chancellor's Freedom of Expression and Civil Discourse series – a year-long university-wide exploration of historical and current topics that address academic freedom, regulated speech, embracing broad ideologies, and the First Amendment. The series was comprised of invited speakers, academically linked assignments and research, as well as the inclusion of a faculty mini-grant project that integrated experiential learning throughout the student body.

Target Audience (Students or Employees): All employees were advised of the events and invited to attend. Each event was live streamed and available for employee review and playback. Each event was also connected to faculty fellows who integrated curricular assignments and projects aligned with the speaker topics. 25 Faculty Fellows participated in the year-long program through a mini-grant program that funded aligned assignments, projects, and initiatives. Our External partners were also invited and participated in each open event to campus.

Estimated # of Students/Employees Impacted: Over **2,000 students** were directly involved in the year-long program through attending the speaker series and participating in the associated projects and curricular assignments assigned by faculty. The speaker series was livestreamed and played back on You Tube. To date, an estimate of viewers was over **14,000** which included students, employees, and external community viewers.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Details, including videos of events, are available at http://uwm.edu/freedom-expression/

Date(s) of Activity:

September 27, 2017: Our inaugural event was titled, "When Free Speech Collides with Impermissible Speech: A Civil Discourse". The panel moderator was Pulitzer Prize winning syndicated columnist and senior journalist from the Chicago Tribune, Mr. Clarence Page. The panel included community members and UWM students.

February 9, 2018: "Race and Free Speech on Campus: Then and Now": this symposium provided historical and current perspectives on the changing significance of racial equality and justice in the free speech movement.

March 7, 2018: "Is Campus Protest Protected Speech?" The speaker was Dr. Geoffrey Stone – Edward H. Levi Distinguished Service Professor of Law – University of Chicago.

April 13, 2018: "Social Media and Academic Freedom". Speakers included George Ciccariello-Maher (NYU), and Steve Salaita (writer)

Other activities included

On April 12, 2018, Carly Fiorina, former CEO of Hewlett-Packard, philanthropist and 2016 Republican presidential candidate was invited to campus. Several campus divisions/departments were co-sponsors of the event.

http://uwm.edu/news/carly-fiorina-shares-her-leadership-journey-at-uwm-thursday-april-12/

Freedom of Expression and Free-Speech work I JAMS 336 Media Graphics Spring 2018

This is a representative sample of the type of aligned curriculum that students engaged in. For this class, the faculty member engaged students in a campus-wide poster program (based on media research) to address the following questions. The students prepared the posters for display on April 12, and engaged those that stopped to review the posters in a discussion around The First Amendment and how we protect everyone's right to free speech – whether we agree with the speech or not.

- What does the First Amendment protect? What are some of the legal, research, and theoretical subject matter on what limits can be placed on the concept of free speech particularly when it may appear to infringe upon the rights of others?
- What is not protected by the First Amendment? For example, what is hate speech or impermissible speech? How do we as a campus family advance and promote a culture and climate that is protective, inclusive, and supportive of individuals and groups that may be targeted or feel marginalized from speech that is protected by the Constitution?
- What are the costs or benefits of civil discourse? How do we model and embrace the right to free speech without infringing upon the rights of invited speakers and others

A 1-page summary of the policy was developed by the Dean of Students (content of document provided below). The information was provided on a flash drive given to all new freshmen at New Student Orientation and new transfers at Transfer and Adult Student Orientation. Orientation Leaders briefly review all documents on the flash drive and students are encouraged to thoroughly review all materials once they get home. In addition, students are directed to review all materials on the flash drive via a printed checklist in their folders.

Date(s) provided: This was for all Orientations starting May 19, 2018. Other dates: June 4, 11, 12, 13, 18, 20, 21, 22, 25, 26, 2018

Content of 1-page summary:

Freedom of Expression

University of Wisconsin Board of Regents Policy

Students and employees have the freedom to discuss any problem that presents itself, as the First Amendment of the U.S. Constitution and Article I of the Wisconsin Constitution permit. Students and employees shall be permitted to assemble and engage in spontaneous expressive activity as long as such activity does not materially and substantially disrupt the functioning of an institution.

Protests and demonstrations that materially and substantially disrupt the rights of others to engage in or listen to expressive activity shall not be permitted and shall be subject to sanction. This policy shall not prohibit administrators, faculty, or other instructors from maintaining order. Access to UW institutions for purposes of free speech and expression shall occur within the limits of reasonable viewpoint-neutral and content-neutral restrictions on time, place, and manner of expression and the provisions of <u>Chapter UWS 21</u> (Use of University Facilities).

Restriction of Expression

UW institutions may restrict expressive activity not protected by the First Amendment of the U.S. Constitution or Article I of the Wisconsin Constitution, including any of the following:

- a. Violations of state or federal law.
- b. Discriminatory harassment.
- c. Sexual harassment.
- d. True threats.
- e. An unjustifiable invasion of privacy or confidentiality.
- f. An action that materially and substantially disrupts the function of an institution.
- g. A violation of a reasonable time, place, and manner restriction on expressive activities.

Nothing in this policy shall be construed to prevent institutions from regulating speech or activity as allowed by law.

Student Conduct on University Lands

<u>Chapters UWS 17 (Student Nonacademic Misconduct Procedures)</u> and <u>UWS 18 (Conduct on University</u> Lands) and other relevant policies govern the conduct of students.

Students charged with misconduct by the University shall be provided the procedural protections in Chapter UWS 17. Those protections include, but are not limited to: the right to a written report detailing the alleged misconduct, describing all information available to the university regarding the alleged misconduct, and specifying the sanction sought; the right to a hearing before an impartial hearing examiner or hearing committee; the right to question adverse witnesses; the right to present information and witnesses; the right to be heard; the right to be accompanied by an advisor who may be an attorney; and the right to an appeal.

Neutrality

Each UW institution shall not take action, as an institution, in such a way as to require students or employees to express a particular view on a public policy issue.

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

University of Wisconsin Oshkosh

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between **July 1, 2017** and **June 30, 2018** to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	Constitution Day 2017	Students and Employees	Several dozen (photos & video at: https://uwosh.edu/adp/constitut ion-day/)	Sept. 18, 2017
2	Young Americans for Liberty club/org meeting	Students	20 students per the roster for Young American for Liberty (YAL) on TitanLink	Sept. 19, 2017
3	Oshkosh Student Association Presidential Debate hosted by Turning Point USA and College Democrats	Students	All campus students invited	March 3, 2018
4	Blue & White Truth – Israelis telling Israel's Story, ethics, facts and dialogue by Turning Point USA at UW-Oshkosh	Students and Employees	All campus students, employees invited (brochure)	March 26, 2018

Capitalism Trumps Socialism Naturally event sponsored by Turning Point USA of UW Oshkosh

Students and Employees

All campus students, employees invited (brochure)

March 27, 2018

Q28. To report additional activities, please attach a summary using the same format as above.

UWO 2017-18 academic freedom & freedom of expression.pdf 495.5KB application/pdf

Q1C.2.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

None.	and the same			

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

C Yes

O No

Q2.1. Please provide the following information for each notification to students:

This question was not displayed to the respondent

Q2.2. To report any additional notifications, please attach a summary using the format above.

This question was not displayed to the respondent

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Yes

C No

Q48. Please provide the following information for each notification to employees:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
1 .	9-25-17	email: Referred to UWS/Regent policies	All UWO employees (100 percent)
2			
3			
4			
-5			

Q49. To report any additional notifications	. please attach a summan	v using the format above.
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Q3A. 3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

A) Between **July 1, 2017** and **June 30, 2018**, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

• Yes

C No

Q3B. B) If yes, please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

	Description of information provided during orientation.	Date(s) Provided
1	A plan was developed to share this information with new students entering in fall 2018 semester	
2		
3		
4		
5		

Q3B.1. If possible, please submit examples of documents or other materials developed to meet this requirement.

Q30. Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

Please see existing, related policy in UW Oshkosh Faculty/Staff Handbook: FAC 1.A.2. Academic Freedom https://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/faculty/faculty-chapter-one/introduction/Part%20A%20Faculty%20Role%20and%20Responsibility/fac-1-a-2-academic-freedom

Q31. Optional: Upload additional supporting documents.

Q26. Contact Person:

Name

Alex Hummel

Title

Special Assistant to the Chancellor for Strategic Partnerships

Email Address

hummela@uwosh.edu

Phone Number

920-424-3168

O18.1. B) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This question was not displayed to the respondent.

Q18.1a.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q18.1b. Describe the alleged violation.

This question was not displayed to the respondere.

Q18.1d. Describe the administrative response and culcome.

This question was not displayed to the respondent

QfB.fc.

Was this the student's first, second, or third (or more) violation?

This question was not displayed to the respondent.

Q26. Old the disciplinary process result in the student's suspension or expulsion?

This question was not displayed to the respondent.

OfB.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent.

Q18.2a.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent.

Location Data

Location: (44.059906005859, -88.527801513672)

Source: GeoIP Estimation

D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

• The responses below help further provide <u>a snapshot</u> of the constellation of student-and institution-sponsored events that demonstrate UW Oshkosh's commitment to facilitating a broad array of topics and speakers engaging audiences in conversations about health care, social justice, terrorism, political campaigns and, more broadly, academic freedom and freedom of expression.

Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity	Website?
Fight for better HealthCare discussion hosted by NextGen student org	Students	All students invited	4/10/2018	https://www.facebook.com/events/595343670827834/
UW Oshkosh Social Justice Week (multiple topics, from health care issues to refugee policy to terrorism to the death penalty)	Students and Employees	Campus community invited	4/16/2018 through 4/20/2018	https://uwosh.edu/equity/social-justice-week/
Skype call with Kelda Roys about her campaign for Governor, hosted by College of Democrats	Students and Employees	Students and employees invited (brochure)	5/8/2017	https://www.facebook.com/events/1812893695682213/

Meet & Greet with	Students and	Students and	10/20/2017	https://www.facebook.com/events/666543813519221/
Senator Tammy Baldwin	Employees	employees invited (brochure)		
Meet & Greet with Leah Vukmir	Students and Employees	Students and employees invited (brochure)	4/4/2018	https://www.facebook.com/events/200561834051096/
Office of the Provost and Academic Affairs new faculty orientation program	Employees	Invite and agenda	8/29/2017	

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

University of Wisconsin - Parkside

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audiénce (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	Discussion with Parkside Student Government - discussed RPD 4-21 with PSG leaders.	Students	25	February 2018
2	Free Speech: 10 Case Studies that Changed Campus Communities Webinar	Employees	15	February 6, 2018
3	Press Release Email - BOR Approval of RPD 4-21	Employees	All Employees	October 6, 2017
4				
5				

Q1C.2. If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.
Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.
N/A
O2 2) Annual Natification of Board Boliou on Academic Errordon and Eurodon of Europeanian
Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.
UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.
A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?
C Yes € No
Q2.1. Please provide the following information for each notification to students:
This appearance not displayed to the respondent
O2.2. To report any additional dotifications, please attach a summary using the formal above
This assession was not adoptioned to the respondent
Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.
UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.
B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?
♠ No
Q48 Please provide the following information for each notification to employees:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
1	10/6/2017	Email	100%
2			
3			
4			
5			

Q49. To report any additional notifications, please attach a summary using the format above.					
Q3A. 3) Freshman and Transfer	Student Orientation.				
Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the					
institution's orientation for freshma	n and transfer students.	, ,			
A) Between July 1, 2017 and Jur freshman and transfer students du	ne 30, 2018, did the institution develop information ring orientation?	regarding freedom of expression to provide to			
© Yes					
⊘ No					
Q3B. B) If yes, please describe the orientation.	e method(s) the institution used to provide informati	on regarding freedom of expression during			
one nation.					
	Description of information provided during orientation. Reference to RPD 4-21 during "What It Means To Be A Ranger"	Date(s) Provided			
1	session for all new First Year & Transfer students	Began May 2018			
2 3					
4					
5					
Q3B.1. If possible, please submit examples of documents or other materials developed to meet this requirement.					
		•			
Q30. Optional: Is there any addition	onal information the institution would like to share re	garding its implementation of RPD 4-21?			
1) RPD 4-21 will be added to the Student Handbook which will be distributed electronically beginning in September 2018. 2) An email referencing RPD 4-21 will be sent to all					
students, faculty, and staff in September 2018 (and subsequent years).					
	·				
Q31. Optional: Upload additional supporting documents.					
	•				
Q26. Contact Person:					
Name	Tammy McGuckin				
Title	Vice Provost for Student Affairs & Enrollment Services				
Email Address	mcguckin@uwp.edu				
Phone Number	262-595-2598				

Of S. 1. B) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This question was not displayed to the respondent

O18.1a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B. 1b. Describe the alleged violation.

This question was not displayed to the respondent.

Q1B. fd. Describe the administrative response and outcome.

This quasiton was not displayed to the respondent.

Q18.1c.

Was this the student's first, second, or third (or more) violation?

This grastion was not displayed to the respondent.

Q28. Old the disciplinary process result in the student's suspension or expulsion?

This accession was not displayed to the respondent

Q16.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent.

Q18.2a.

Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent

QfB.20. Describe the alleged wolation:

This question was not displayed to the respondent

O1B.2d. Describe the administrative response and cutcome:

This question was not displayed to the respondent

oca	tion	Data

Location: (42.622695922852, -87.937698364258)

Source: GeoIP Estimation

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

UW-Platteville

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

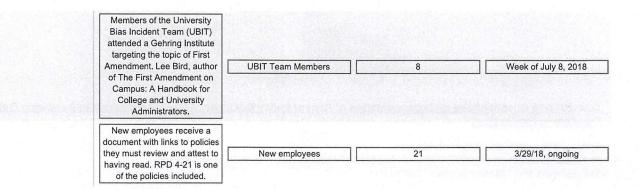
Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	UW-Platteville administrators attended UW-Law Days and attended the session on student speech and RPD 4-21	Employees	10	3/7/18
2	UW-Platteville Residence Life staff attended UW System Resident Director training at UW Stout on First Amendment Response by Residence Life Professionals	Employees		8/8/17 and 8/9/17
3	UW Platteville Resident Directors attended a professional staff development on campus discussing First Amendment case studies.	Employees	16	Fall, 2017



Q28. To report additional activities, please attach a summary using the same format as above.



Capture New employee policy acknowledgement.PNG

72.3KB image/png

Q1C.2.

5

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Policy Sign Off.pdf 80.2KB application/pdf

Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

No barriers identified		TV SERVICES

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

C Yes

C No

Q2.1. Please provide the following information for each notification to students:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Students Notified
1	August , 2018	Email	100%
2	September, 2018	Email	100%
3	September, 2018	Printed piece with link to electronic Student Handbook containing policy	80% (students who obtain books from campus Textbook Center)
4	September, 2017, ongoing	Compliance Services Webpage	10% - but available to all students, employees, and the public
5	March 29, 2018	Email	100% of new employees

Q2.2. To report any additional notifications, please attach a summary using the format above.

Policy Sign Off.pdf 80.2KB

application/pdf

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

• Yes

C No

Q48. Please provide the following information for each notification to employees:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
1	August, 2018	email	100%
2	September 2017 - ongoing	webpage - Compliance Services	all employees, students, the public
3	3/29/18, ongoing	New employee information	100% new employees
4			
5		7-98-3-997 (3-27-18)-51	

Q49. To report any additional notifications, please attach a summary using the format above.

Notice of New Board of Regents Policy Document 5 Draft.docx

19.1KB

application/vnd. openxml formats-office document, word processing ml. document

Q3A. 3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

A) Between **July 1, 2017** and **June 30, 2018**, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

C Yes

O No

Q3B. B) If yes, please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

	Description of information provided during orientation.	Date(s) Provided
1	New Student Orientation includes a presentation that covers a variety of topics, including RPD 4-21. Guest speaker Jason LeVasseur will address the policy in detail.	September 2, 2018
2		
3		
4		
5		

Q3B.1. If possible, please submit examples of documents or other materials developed to meet this requirement.

Q30. Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

With assistance from UW-System counsel we reviewed and (as needed) modified the following policies that could be impacted by RPD 4-21: • Guidelines and expectations for protest attendance and participation • Student center facility use policies • Equal employment opportunity policy • Sexual misconduct policy • Sexual violence and sexual harassment policy • Policies and procedures regarding discrimination and harassment • Division of Diversity and Inclusion/policies and statements • HR/discrimination and harassment • UW-Platteville Faculty Handbook, Chapter 5, discrimination and harassment policies and procedures • Posting Policy: Posting and Advertising Procedures • Sidewalk Chalking • Hate and Bias Incidents • Contact Tables • Reservation Policies

Q31. Optional: Upload additional supporting documents.

Q26. Contact Person:

Name

Denise LaBudda

Title

Compliance Coordinator

Email Address

labuddad@uwplatt.edu

Phone Number

608-342-7133

Q15.1. B) Complaints about Students

For each formal complaint about a student, please describe the agmin strative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This assistion was not displayed to the respondent

Q18.1a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This abostion was not displayed to the respondent

Q1B.1b. Describe the alleged violation.

This question was not displayed to the respondent.

Q1B.1d. Describe the administrative response and outcome.

This question was not displayed to the respondent.

Q1B.1c.

Was this the student's first, second, or third (or more) violation?

This question was not displayed to the respondent.

Q28. Did the disciplinary process result in the student's suspension or expulsion?

This question was not displayed to the respondent.

Q18.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent.

Q18.2a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This guestion was not displayed to the respondent.

Location: (42.752593994141, -90.489097595215)
Source: GeolP Estimation

- new employees now sign off on acknowledging their receipt of this policy. See below from our Forms Quick Links section on the HR page.

ease click on the section(s) below to find specific forms.

GENERAL

BENEFITS

EMPLOYEE RELATIONS

FAREWELL

MANDATORY TRAINING

NEW EMPLOYEE HIRING PAPERWORK

Onboarding Checklist - What to Expect Your First 30 Days

Criminal Background Check (completed every 4 years of employment)

Direct Deposit

Employee Information

I-9 Form

Self-Identification

I-9 Instructions

W-4 Withholding AllowancePolicy Acknowledgement

Policy Acknowledgement



Resources



Security & Fire Safety Report



Title & Total Compensation



UW System Benefits

CONTACTS

HUMAN RESOURCES

STAFF DIRECTORY

OFFICE HOURS:

Monday - Friday

Academic Year: 7:45 a.m. - 4:15 p.m. Summer Hours: 7:30 a.m. - 4:00 p.m.

2300 Ullsvik Hall

Fax: 608.342.1179

humanresources@uwplatt.edu



Policy Acknowledgement

Please select link and "Ctrl + P" to print the policies for your records.

I acknowledge that I have received and reviewed the following policies:

- Alcohol and Other Drugs: UW-Platteville
- Code of Ethics: Regent Policy Document 20-22, UPS Operational Policy: WE1 and Wisconsin Administrative Code Chapter UWS 8
- Consensual Relationships: <u>Regent Policy Document 14-8</u> and <u>UPS Operational</u> <u>Policy: GEN 8</u>
- Commitment to Academic Freedom and Freedom of Expression: Regent Policy Document 4-21
- Discrimination, Harassment, and Retaliation: <u>UW-Platteville</u>, <u>Regent Policy</u> Document 14-6, <u>UPS Operational Policy</u>: <u>EEO5</u>
- Sexual Violence and Sexual Harassment: <u>UW-Platteville</u> and <u>Regent Policy</u> <u>Document 14-2</u>
- Work Rules: UW-Platteville
- Workplace Conduct Expectations: UPS Operational Policy: WE3

Print Name:		
Signature:		
Date:		

Notice of Board of Regents Policy Document 4-21 (Commitment to Academic Freedom and Freedom of Expression)

Dear Colleagues,

In the fall of 2017, the UW System Board of Regents adopted a policy titled "Commitment to Academic Freedom and Freedom of Expression" (RPD 4-21) which reinforced the Board's commitment to academic freedom, freedom of expression and expectations for those who violate the policy.

This policy sets forth certain rights, protections and responsibilities of our campus community in regard to academic freedom and freedom of expression. A few notable rights, protections and requirements, among others:

- Members of the campus community have the right to engage in speech and expression on campus and to assemble and engage in spontaneous expressive activity as long as such speech, expression or activity does not disrupt the functions of the university.
- Members of the campus community are free to criticize and contest the views expressed on campus as long as their actions do not materially and substantially disrupt the rights of others to engage in or listen to expressive activity, such as heckling an invited speaker to the point that the speaker's message cannot be conveyed. This type of behavior may result in disciplinary action or sanctions.
- The First Amendment does not protect speech or expression that violates the law, falsely defames a specific individual, constitutes a genuine threat or discriminatory harassment, unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the university.

The full policy can be found at:

https://www.wisconsin.edu/regents/policies/commitment-to-academic-freedom-and-freedom-of-expression/

As an institution of higher learning, I encourage all of us to do our part to engage in discussions, debates and conversations with others in a way that promotes the growth, learning and understanding of others whose ideas, opinions and beliefs may be different from our own.

Thank you,

Chancellor Dennis J. Shields

University of Wisconsin-Platteville

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

UW-River Falls

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	Published statement in 2018- 19 New Student and Family Handbook, distributed to all parents and students who attended June 2018 New Student Registration.	Students, parents, family members	1,500	May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018

3

Discussed new Regent Policy Document on freedom of expression as it relates to UW-River Falls at October 16 and October 31 meetings of Chancellor's Cabinet. Discussions included required reading of 2017 document published by AGB Press, "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" and article in the July/August 2017 edition of AGB Trusteeship Magazine "When the Middle Ground is the High Ground: Free Speech and the University".

UW-River Falls senior leadership (employees): Provost and Vice Chancellor for Academic Affairs; Assistant Chancellor for Business and Finance: Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation; Assistant Chancellor of Student Affairs; Executive Assistant to the Chancellor; Executive Director for Facilities Planning and Management; Executive Director, Admissions & New Student and Family Programs; Athletics Director; Dean, College of Arts and Sciences; Dean, College of Agriculture, Food and Environmental Sciences; Dean, College of **Education and Professional** Studies; Dean, College of **Business and Economics**

October 16, 2018 and October 31, 2018.

Campus Climate Survey Follow up Action Items distributed and discussed at October 31 Leadership Assembly, further discussed at November 21 Campus Leadership Workshop GOAL 4: support faculty ability to address difficult or sensitive ssues in the classroom. These actions will help ensure understanding of, and adherence to, prevailing guidelines on academic freedom (AAUP, UW System, etc.) by all faculty and IAS, and promote culture of faculty and instructor confidence in working effectively with differing viewpoints. GOAL 5: foster a culture of healthy argumentation and debate especially amongst students. These actions are aimed at supporting students' ability to engage in appropriate, healthy dialogue on difficult topics; encouraging students to interact with others who may hold different opinions or come from different backgrounds; and modelling good debate practices, following rules of civil discourse and productive dialogue, focusing on evidence-based arguments,

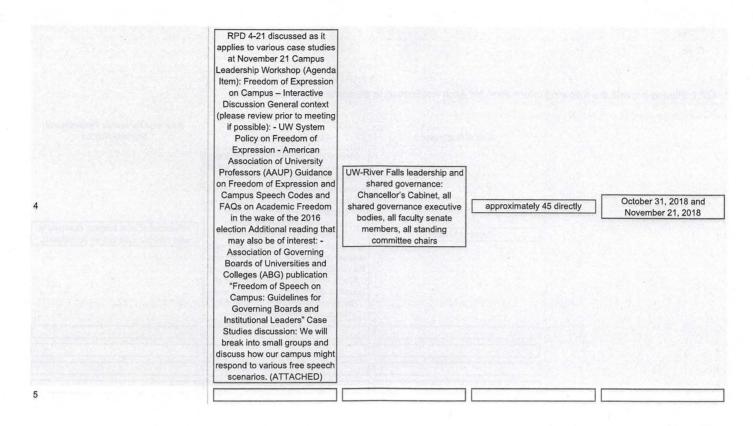
etc.

UW-River Falls leadership and shared governance Leadership Assembly: all administrators at a manager or director level or above; Campus Leadership
Workshop: Chancellor's
Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

approximately 100

13

October 31, 2018 and November 21, 2018



Q28. To report additional activities, please attach a summary using the same format as above.

When the Middle Ground Is the High Ground Free Speech and the University AGB.PDF

1.1MB

application/pdf

Q1C.2.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

CLW Free Speech Case Studies background and outcomes.docx

28.5KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

None reported.	
Trace of the Control of the Control	

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

U	Yes
C	No

Q2.1. Please provide the following information for each notification to students:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Students Notified
1	October 17, 2017	Oral communication to student shared governance The policy was discussed at Student Senate with elected student leadership (see October 17, 2017 Minutes of the Student Government Association meeting). The policy was further referenced in articles by student journalists in the Student Voice newspaper, distributed in print and online and with articles being promoted through the newspaper's Twitter account. Student Affairs will also send a message to all students on the Freedom of Expression policy in September 2018 using the "Students Notify" campus listserv.	15 elected student leaders, expected to also communicate to their constituents.
2			
3			

Q2.2. To report any additional notifications, please attach a summary using the format above.

SS Minutes 10 17.docx

63KB

application/vnd. openxml formats-office document. word processing ml. document

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

C Yes

C No

Q48. Please provide the following information for each notification to employees:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
1	October 10, 2018 (Falcon Daily "Education News" section); October 16, 2018 (Chancellor's Cabinet); October 31, 2018 (Leadership Assembly); November 7, 2018 (Campus Leadership Workshop)	Meetings: leadership was notified, with the recommendation and expectation that staff in respective divisions were to be subsequently informed. The Policy was also referenced in campus daily enewsletters (attached).	Chancellor's Cabinet (13), Leadership Assembly (98) and Campus Leadership Workshop (63), with expectation that leaders were to inform all employees in their respective areas; Falcon Daily newsletter is distributed to 100% of employees.
2			
3			
4			
5			

49. To report any additional no	tifications, please attach a summary using the format	above.
LISTSERV 16.0 - FALCONDAILY Archiv	ves2.pdf	
604KB application/pdf		
3A. 3) Freshman and Transfe	er Student Orientation.	
ach UW System institution is renstitution's orientation for freshm	equired to provide information, consistent with RPD 4-2	21, regarding freedom of expression as part of the
A) Between July 1, 2017 and J reshman and transfer students of	une 30, 2018, did the institution develop information r during orientation?	egarding freedom of expression to provide to
⊙ Yes		
CNo		
23B. B) If yes, please describe	the method(s) the institution used to provide information	
23B. B) If yes, please describe	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided
23B. B) If yes, please describe	Description of information provided during orientation.	
Q3B. B) If yes, please describe	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided
23B. B) If yes, please describe	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided
Q3B. B) If yes, please describe	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided
	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided
Q3B. B) If yes, please describe rientation.	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook.	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018
Q3B. B) If yes, please describe rientation.	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018
Q3B. B) If yes, please describe prientation.	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook.	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018
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Q3B. B) If yes, please describe rientation. Q3B.1. If possible, please submit	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook. Expression included in New Student and Family Handbook of Expression included in New Student and Family Handbook.	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018
23B. B) If yes, please describe rientation. 23B.1. If possible, please submits 18 Fall NSFP Handbook Cover+page 267.7KB	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook. Expression included in New Student and Family Handbook of Expression included in New Student and Family Handbook.	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018
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Q3B. B) If yes, please describe rientation. Q3B.1. If possible, please submits 18 Fall NSFP Handbook Cover+page 267.7KB application/pdf	Description of information provided during orientation. Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook. Expression included in New Student and Family Handbook of Expression included in New Student and Family Handbook.	Date(s) Provided May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018 to meet this requirement.

01-103 - Campus Naming Policy AP-01-402 - Business Activities AP-02-101 - Acceptable Use AP-05-106 - Sexual Violence and Sexual Harassment AP-06-116 - Residence Hall policies - Falcon Center Membership Manual - UWRF Intramural Handbook - Sport Club Handbook - Student Org Handbook

Q31. Optional: Upload additional supporting documents.

Q26. Contact Person:

Name

Beth Schommer

Title Executive Assistant to the Chancellor

Email Address beth.schommer@uwrf.edu

Phone Number 715-425-0662

Q1B.1. B) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This question was not displayed to the respondent.

Q1B.1a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.1b. Describe the alleged violation.

This question was not displayed to the respondent.

Q1B.1d. Describe the administrative response and outcome.

This question was not displayed to the respondent.

Q1B.1c.

Was this the student's first, second, or third (or more) violation?

This question was not displayed to the respondent.

Q28. Did the disciplinary process result in the student's suspension or expulsion?

This question was not displayed to the respondent.

Q1B.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not displayed to the respondent.

Q1B.2a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent.

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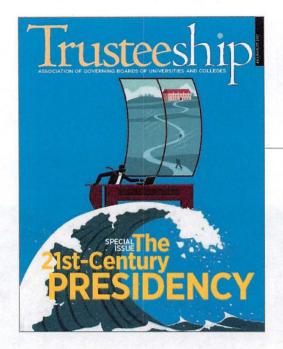
When the Middle Ground Is the High Ground: Free Speech and the University

BY TERESA A. SULLIVAN JULY/AUGUST 2017

TAKEAWAYS

The attack on free speech is not coming exclusively from the right or the left. Free speech is being attacked from both sides.

In leadership roles in higher education, presidents and trustees have a responsibility to stand in the middle ground between extremes, defending free speech for everyone, fending off attacks from all sides, regardless of political beliefs or personal opinions.



The principles of free speech and campus inclusiveness should not be in conflict with each other; rather, they should reinforce each other—more voices, more perspectives from different backgrounds, all free to speak, free to disagree, free to discuss and debate.

When Thomas Jefferson conceived the University of Virginia (UVA) two centuries ago, he based it on a radical proposition. He said, "This institution will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

Jefferson wrote those words in 1820, when most universities were still church-affiliated and constrained by religious doctrine, offering only a limited course of study such as law

and divinity. To create a university based on absolute freedom of thought and expression was a bold idea.

Today, free expression is protected by the First Amendment at our public universities and upheld by the commitment to academic freedom at our private universities. Free speech is our *lingua franca* in academia, and any restriction on it seems incompatible with the fundamental values of higher education.

Yet those principles that Jefferson articulated 200 years ago, and that we continue to espouse in our colleges and universities today—following truth, tolerating error, fighting error with reason—are questioned, and even threatened, on college campuses.

There is some irony in the fact that I began by quoting Thomas Jefferson because my quoting of Jefferson became the crux of a free-speech debate at my own university last fall. In early November, following the presidential election, I sent a message to UVA students, faculty, and staff calling for unity and civility on our grounds. I was planning to send this message regardless of who won the election because it was clear that the divisiveness would continue no matter who became president, and I did not want our firsttime voters to become disillusioned.

In the message, I urged students not to withdraw from the political process because of any dismay they might be feeling. I included a Jefferson quote that spoke to their future roles as servants and leaders in our country's government:

University of Virginia students "are not of ordinary significance only: they are exactly the persons who are to succeed to the government of our country, and to rule its future enmities, its friendships and fortunes."

In response, about 500 UVA faculty and students sent me a letter asking me to stop quoting Thomas Jefferson in my messages to the University community. They criticized me for using Jefferson as a "moral compass," noting his involvement in slavery during his lifetime.

In my response to their letter, I made the point that quoting Jefferson—or any historical figure—does not imply an endorsement of all the social structures and beliefs of his time, such as slavery and the exclusion of women and people of color from university life. For those faculty and students, I made it clear that I disagreed with their argument. At the same time, however, I said that I "fully endorsed" their right to speak out on issues they care about, including UVA's complicated Jeffersonian legacy. Members of the university's board of visitors supported my position on this issue.

Of course the Jefferson-quote controversy at UVA is just one of many examples of free-speech issues. Lately, campus free-speech controversies have often revolved around the disinviting of speakers whose views offend one group or another.

In February 2015, the well-known feminist activist Angela Davis was disinvited from speaking at Texas Tech after College Republicans launched a petition to block her appearance. Later the same year, Suzanne Venker, a well-known critic of feminism, was disinvited from speaking at Williams College after student protests. Ironically, Venker was to appear as part of a speaker series titled "Uncomfortable Learning," created to expose students to views that contrast with their own.

In April 2015, the singer-songwriter Common was disinvited from speaking at Kean University's graduation ceremony after an outcry from law enforcement officials who complained that the lyrics of one of his songs glorified violence against police.

In February, officials at the University of California, Berkeley, cancelled a speech by Milo Yiannopoulos, former *Breitbart News* editor, after violent protesters (who were not Berkeley students) took over an otherwise peaceful protest. Because of the cancellation, Berkeley officials were accused of suppressing free speech, and the president of the United States, in a tweet, raised the threat of cutting the school's federal funding as punishment. A few months later, in April, conservative writer Ann Coulter pulled out of a planned speech at Berkeley. This was after she had insisted she would speak even after the university stated it would not accommodate her event due to safety concerns.

In March, hundreds of students and some non-students at Middlebury College shouted down Charles Murray, a writer who is accused of espousing racist ideas, stopping him from giving a public lecture. College officials moved Murray and the faculty moderator, Allison Stanger, to another location to livestream the discussion. After the event, protesters surrounded them as they were leaving, things got physical, and the protesters injured Stanger. As far as I know, this was the first such incident that involved a physical attack. What's also troubling is that protestors wanted to shout down Murray without even knowing what he would say—potentially robbing themselves of the opportunity to refute his views.

Notice that this list of disinvited and shouted-down speakers includes those who lean left as well as those who lean right. They range from extremely liberal to extremely illiberal. The attack on free speech is not coming exclusively from the right or the left. Free speech is being attacked from both sides, from all sides. We've even seen efforts by state legislatures to regulate free speech on campus. In our leadership roles in higher education, as presidents and as trustees, our responsibility is to stand in the middle ground between extremes, defending free speech for everyone, fending off attacks from all sides, regardless of political beliefs or personal opinions.

The current free-speech controversy is riddled with ironies. In the 1960s, during the Free Speech Movement that started at Berkeley and spread to other campuses, students were the loudest proponents of

free speech. Today, some students are the loudest opponents of free speech—sometimes without even realizing that they are.

A 2016 Gallup survey on "Free Expression on Campus" showed that college students were overwhelmingly in favor of free expression on campus in general, but they were also in favor of restrictions on "intentionally offensive" speech. In this environment, many universities have adopted codes or policies prohibiting speech that may offend any group based on race, gender, ethnicity, religion, or sexual orientation. In a report published this year, the Foundation for Individual Rights in Education, known as FIRE, surveyed about 450 schools and found that 40 percent of them had severely restrictive speech codes that, in FIRE's opinion, clearly prohibit constitutionally protected speech.

In the 1960s, Berkeley Chancellor Clark Kerr lifted a ban that had kept Communist speakers off the campus. He explained the decision by saying, "The university is not engaged in making ideas safe for students. It is engaged in making students safe for ideas. Thus it permits the freest expression of views before students, trusting to their good sense in passing judgment on these views. Only in this way can it best serve American democracy."

If presidents and trustees protect college students today from opposing views and diverse perspectives through "speech codes" or other restrictions on free expression, we do them a great disservice because we are leaving them unprepared for the intellectual and social fray they will enter the moment they step off our campuses. The college campus is a natural proving ground for putting free speech principles into practice because in higher education we believe in two fundamental ideas that sometimes come into conflict with each other.

Because of our commitment to academic freedom, open discourse, and the clash of ideas, we vigorously support free speech. At the same time, in our increasingly diverse campus communities, we urge our students and others to show respect for the diverse backgrounds and views represented on our campuses.

Last October, PEN America released a report titled *And Campus for All: Diversity, Inclusion, and Free Speech at U.S. Universities.* The report concludes that an environment where "too many offenses are considered impermissible or even punishable becomes sterile, constraining, and inimical to creativity."

The danger in shutting out viewpoints that differ from our own is that we create a personal echo chamber in which our deeply held beliefs are continually reinforced by those who share those beliefs. If we follow only the news outlets and socialmedia feeds that align with our opinions, we have no access to the diversity of ideas that we espouse in higher education.

Almost 200 years ago, John Stuart Mill addressed this issue in his essay "On Liberty." The following is an excerpt:

He who knows only his own side of the case knows little of that. His reasons may be good, and no one may have been able to refute them. But if he is equally unable to refute the reasons on the opposite side, if he does not so much as know what they are, he has no ground for preferring either opinion ... Nor is it enough that he should hear the opinions of adversaries from his own teachers, presented as they state them, and accompanied by what they offer as refutations. He must be able to hear them from persons who actually believe them ... he must know them in their most plausible and persuasive form.

To put John Stuart Mill in terms of one recent controversy, the people who shouted down Charles Murray at Middlebury were only selling themselves short because they lost the chance to hear his views directly from him and therefore lost the chance to understand them more fully, and to refute them more fully. But they also prevented students who were not protesting from hearing and judging for themselves.

Ninety years ago, in his concurring opinion in *Whitney v. California*, Supreme Court Justice Louis Brandeis wrote, "If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the process of education, the remedy to be applied is more speech, not enforced silence."

The solution is to "tolerate any error" but always to "combat [the errors] with reason," to use Thomas Jefferson's language. We can't go back to the ancient anti-religious- freedom concept that "error has no rights"; that idea ended with people getting burned at the stake. In the 21st century, everyone has the *right* to be *wrong*.

The principles of free speech and campus inclusiveness should not be in conflict with each other; rather, they should reinforce each other—more voices, more perspectives from different backgrounds, all free to speak, free to disagree, free to discuss and debate.

We need to promote both free speech and diversity and inclusiveness on our campuses; we cannot let that become a mutually exclusive relationship. With the right to free speech firmly established, we need to create inclusive environments in which everyone feels free to exercise that right. So how can presidents and trustees do that?

First, when members of university communities learn about verbal insults that include racist, sexist, homophobic, ethnic, or other forms of bias, we should join together to denounce them and to support those who have been targeted.

Second, we need to continue our efforts to diversify our faculty, staff, and student populations. When people of different races, genders, and backgrounds come together, the exchange enriches the learning experience for every member of our college and university communities.

Third, we need to continue to review our curricula as well as extracurricular activities, such as studyabroad programs, to ensure all our students have opportunities to be exposed to a wide range of cultures, beliefs, and perspectives, both in the classroom and beyond. Those exposures instill cultural awareness and tolerance in our students.

AGB has provided guidance for administrative leaders and board members as we seek to promote free expression while also nurturing campus climates that are inclusive, welcoming, and safe. The Board of Directors' "Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility" includes recommendations for leadership. The statement urges governing boards to maintain open lines of communication with the administrative leaders who are responsible for campus policies regarding campus climate, so boards can ensure that the necessary budget resources and staff assistance are available to address campus climate, diversity, inclusion, and safety needs. AGB also urges governing boards to seek direct engagement with students, faculty, staff, alumni, local communities, and other stakeholders to understand their concerns and priorities. In other words, effective communication is essential for governing boards to take appropriate action on these issues.

The tone of our current national discourse shows us at least one thing: Our colleges and universities need to produce graduates who are critical, deliberative thinkers, capable of listening to all sides of an argument before drawing conclusions, but also unafraid to speak out and express their own views.

As leaders in higher education, when free expression seems to be under attack from all sides of the political spectrum, we can set the right example by standing in the middle ground to defend it on all sides. At the end of the popular musical *Hamilton*, Alexander Hamilton remarks on the contentious election of 1800. He endorses Thomas Jefferson over Aaron Burr for president with these words:

I have never agreed with Jefferson once... We have fought on 75 different fronts But when all is said and all is done... Jefferson has beliefs; Burr has none.

Hamilton endorses Thomas Jefferson because he knows what Jefferson believes, and he knows where Jefferson stands on the issues. And that's what observers around the nation should know about education leaders and our position on free speech.

We stand in the middle ground, defending free speech on all sides; following truth, wherever it leads; tolerating any error, but combating error with reason; and continuing to believe in the "illimitable freedom of the human mind."

This article is based on University of Virginia President Teresa Sullivan's remarks at the annual meeting of the American Council on Education in March. Sullivan was the keynote speaker at the Robert H. Atwell Plenary Session.

REFERENCES >

AGB Board of Directors' "

Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility " (2016).

ABOUT THE AUTHOR >

Teresa Sullivan is president of the University of Virginia and former chair of AGB's Council of Presidents.

IMAGE CREDIT

VICTOR JUHASZ RELATED

AGB PUBLISHES GUIDELINES ON FREEDOM OF SPEECH

ON THE BATTLE LINES: A UNIVERSITY PRESIDENT IN IRAQ TACKLES THE CHALLENGES FIRST-HAND

WORKING WITH THE BOARD AND OTHERS TO DEAL WITH A NATURAL DISASTER

STRATEGIC PARTNERSHIPS FOR A BETTER COLLEGE AND BETTER COMMUNITY

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CASE 1, Background and Outcomes

In 2016, the Berkeley College Republicans (BCR) invited the well-known alt-right provocateur Milo Yiannopoulos to speak on the University of California, Berkeley campus in February 2017. After the event was announced, campus groups and students began criticizing the administration for allowing the event to proceed, with some calling on school administrators to cancel the event. Many feared that Yiannopoulos, who has a history of sexist, Islamaphobic, racist and transphobic comments, would use his speech to target specific minority groups and individuals. In addition, rumors began to circulate that he would publicly out undocumented students. While such claims were never explicitly confirmed, many used them to protest the event and label Yiannopoulos's planned speech as "hate speech." After receiving a letter from a group of faculty, then-Chancellor Nicholas Dirks sent a letter to the campus affirming the rights of BCR to invite speakers to campus, noting that to preemptively prevent Yiannopoulos from speaking would be in violation of the First Amendment. The campus administration required the Berkeley College Republicans to raise up to \$10,000 for security costs, a standard practice with any host group.

On Feb. 1, the day the Yiannopoulos event was scheduled for, thousands of students planned to gather outside the building where the speech was to take place. A Facebook event outlined the details of the protest, which was intended to be peaceful. But as the evening drew nearer to the start time of the event, a group of 150 individuals began inciting violence, throwing rocks and smashing the windows of the building where the event was set to take place. A fire was lit outside, and a flood light was knocked over. Campus police ultimately decided to cancel the event as the rioting continued, citing concerns over the safety of Yiannopoulos and others in the area.

The aftermath of this incident included several concerns about the status of free speech on college campuses. President Donald Trump's tweet threatening funding at the university sparked national anger, particularly after it was determined that the majority of the violent protesters were not UC Berkeley students. The Berkeley College Republicans decried the violence and what they labeled the death of the free speech movement, which UC Berkeley had been home to 53 years before. Some students defended the use of violence as a means of canceling the event, claiming that Yiannopoulos's words might have been just as harmful. See also:

- open letter sent by UC Berkeley faculty members calling for the cancellation of the event.
- op-ed by representatives from Berkeley College Republicans defending their choice of speaker.
- Chancellor Nicholas Dirks's statement affirming Yiannopoulos's right to speak on campus.
- one student defends the violence at the protests as a form of self-defense.

CASE 2, Background and Outcomes

The College of Educational Counseling (CEC), a small private college dedicated to training students in school counseling, is wrestling with how students should use social media. A recent incident at the college related to the inappropriate use of a student's personal Twitter account prompted the school administration to recognize that they lacked institutional policy or guidelines to deal with such a situation.

First semester CEC students have a required course called Culture and Diversity. The first week of class, students were asked to watch a video that role modeled in a positive way a White female counselor interacting with a Black male high-school student. After watching the video, classroom discussion was guided by the instructor, Mr. Harris James, an African American who identified as an openly gay, Black male. That evening Jenny Andrews, a student in the course, tweeted twice about the class on her private Twitter page. Jenny was a 19-year-old White woman who had an active online presence in social media, posting frequently to Twitter, Facebook, and Instagram. Jenny identified herself as a CEC student in her Twitter profile.

She tweeted the following:

"OMG, can't believe how gay he is!!!"

"Do Blacks like gays???????"

Annie and Jon, two students in the course, saw the tweets and approached Jenny the following morning. Jon said, "Jenny I saw your tweet last night. It was rude and disgusting. You need to take it down." Annie chimed in, "Yeah, Jon is right! And why in the world did you have to identify where we go to school? Makes us all look bad. Everybody knows it's you."

Jenny responded, saying, "What about my rights to say what I want? I was just being honest. Don't you think the whole thing is gross?"

Jon said more firmly,

Jenny, your tweets were offensive. If I were you I'd take them down. You can't say that stuff about people and then tell them where you go to school. You're supposed to be *more* tolerant of diversity, not less. For god sakes, you're a counseling ed student.

"Yeah," Annie agreed. "What were you thinking? You've gotta take those tweets down." "Well... forget it. I'm not going to," said Jenny. "Okay," Jon said, "I'm gonna talk to Mr. James." "You know what Jon, I really don't care," replied Jenny. "I have rights."

Jon and Annie went to tell Mr. James about Jenny's tweets. Mr. James brought Jenny into his office to discuss the situation. Jenny was unapologetic, saying, "Mr. James, I didn't really mean anything. It's my personal Twitter account. Everybody tweets stuff. I don't see what the big deal is."

Mr. James said,

Well, Jenny, I think that's the issue. You say you don't see the problem. You're right it's your private account, but you identified yourself as a student here. To me that means you were representing the

school. I need to take this issue to my director, Dr. Evans, and get his advice about this situation. We will meet and talk further about this after I talk to him.

Mr. James met with Dr. Evans, the president of the college and reported the issue. Dr. Evans had been president of the CEC for 18 years and had dealt with many student situations he deemed "learning opportunities," but Dr. Evans was appalled by Jenny's behavior. One quality of Dr. Evans' leadership style was the ability to take swift and decisive action. He decided to put Jenny on probation for the remainder of the semester due to her unprofessional behavior and he asked Mr. James to talk to the college's Office of Equity and Diversity to identify a class Jenny could take on diversity. "It could be some sort of reeducation for this young woman," said Dr. Evans.

However, Dr. Evans also recognized that this incident signaled a bigger issue in the school. The CEC had no institutional policies that formally guided students in the use of social media. The college needed to catch up. Dr. Evans decided that a faculty committee should be formed to develop a student social media policy immediately. Dr. Evans requested Mr. James chair this committee, with the main goal of developing a social media policy for students as soon as possible.

Mr. James asked Jenny to come to his office to discuss what the college was going to require her to do as a result of her inappropriate tweets. "Jenny, I met with Dr. Evans about your tweets. He is requiring you to complete a class on diversity through the college's Office of Equity and Diversity in order to continue in this program."

Jenny retorted angrily, "You have got to be joking. Required! I still think I have some rights here! You can't make me take this class."

"Jenny, you're upset right now. Why don't you take a couple of days to think about this and we can talk again," replied Mr. Evans.

Jenny stormed out of Mr. Evan's office, pulled out her phone, and started tweeting:

"Ridiculous! Punished by CEC-just speaking my mind!!"

"required diversity course?????"

"my rights- totally violated!!!"

Jenny's best friend Apryl tweeted back "What???" Jenny texted Apryl with all the details. Apryl wrote an editorial about the abuse of student rights that was published by the school newspaper.

The William S. Forrest Foundation, an ultra-conservative think tank, picked up on the campus controversy. They fully supported Jenny and her right to free speech in *Forrest Foundation News*, a daily online newsletter with more than 3 million subscribers. Social media and individual rights was now a "hot topic."

In the meantime, Mr. James met with Soraya Alexander, a representative from the college's Office of Equity and Diversity, to discuss this issue and the selection of a diversity class for Jenny. "Wow," said Ms. Alexander, "it seems like Jenny has found some support."

"Yep," replied Mr. James.

Then, Ms. Alexander asked a question that surprised Mr. James: "Why do you think Jenny felt that it was okay to tweet these very derogatory remarks in the first place?"

"I guess she's just young and pretty immature," said Mr. James.

Ms. Alexander said,

Maybe... But let me ask you something. If someone off the street came to visit this campus what do you think they would say about how tolerant of diversity you are? I mean in terms of the diversity ethos of the school. Not the number of different cultures or races on the faculty or staff.

"I'm not really sure," said Mr. Harris. Ms. Alexander continued,

I think it is very important that you and the rest of the faculty and staff ask yourself that question because having the faculty, staff, and student body reflect on this instead of placing one student in the spotlight may be a better way of addressing this issue.

"That makes sense," said Mr. Harris. "Could you help us with this?"

"Yes, absolutely," responded Ms. Alexander.

Mr. Harris and Ms. Alexander put a plan together to present to Dr. Evans and the student social media policy committee. At the first committee meeting, Mr. James asked that the committee begin first by thinking about the following questions:

- Why did Jenny feel that it was okay to tweet what she did?
- Was the message that this was not acceptable behavior clear to the student body?
- Should Jenny be singled out or should the school community look at making changes in our diversity ethos that show our students that we support diversity and inclusion at all levels?
- Was the requirement that Jenny take a diversity course an appropriate decision?
- What policies, discussions, and education should come out of this experience for both faculty and students?

Teaching Notes

The following teaching notes explore aspects of the handling of social media in an educational setting that values diversity and inclusion.

Legal Framework and Institutional Policy Issues

Student interactions on social media have become a major concern for educational institutions, creating predicaments for students, educators, policy makers, and administrators. Given the complexity of such interactions, several considerations arise regarding individual rights, including both freedom of speech and maintaining non-discriminatory educational environments. Educators and students utilize social media sites as methods of communication, simultaneously engaging in both personal and academic pursuits online. Institutions of higher education have begun recognizing the need to create policies that place limited restrictions on the use of social media while attempting to respect freedom of speech. For

instance, <u>Berkeley College (2012)</u> in New York City, New York, addresses social media usage with the following:

It is important to recognize, however, that the use of social media at or concerning Berkeley College is governed by the same laws, policies, and rules of conduct and etiquette that apply to all other activities at or concerning Berkeley College. Even activities of a private nature conducted away from the College can subject you to disciplinary action if they reflect poorly on the College or interfere with the conduct of College business. Remember that laws and Berkeley policies governing inappropriate conduct such as sexual (or other) harassment, bullying, discrimination, defamation, infringement of copyright and trademark rights, and unauthorized disclosure of student records and other confidential and private information apply to communications by Berkeley students, faculty and staff through social media.

The popularity of social media usage coupled with issues surrounding free expression, privacy, and ethical considerations raise a number of ethical dilemmas for administrators and counselors not only in higher education but also in elementary and secondary education. Student activities in social media that are intended as private can spill over into institutional settings, presenting awkward situations for administrators. Social media communication, when inconsistent with professional or academic values, presents a quandary for administrators as well as faculty and counselors in educational settings.

In the fall of 2011, the American Council on Education described the decision of the Minnesota Court of Appeals, 8th District, addressing a case wherein a student social media posting created a questionable situation at a public higher education institution (*Tatro v. Univ. of Minnesota*, 2012). In the case, a female student posted objectionable comments regarding her professor and inappropriate behavior toward a cadaver on the social media site, Facebook. After a series of deliberations played out at the institutional level and in the court system, the ultimate outcome favored the university, as the university's disciplinary action did not violate the student's free speech rights according to the court findings. In a previous court case, *Morse v. Frederick* (551 U.S. 393, 2007), the court decision initially favored a school principal's decision to prohibit a student's statement on a banner, only later to be overturned by the court of appeals in favor of the student's First Amendment rights. Currently, the outcome of the *Tinker v. Des Moines* (393 U.S. 503, 1969) case, in which the court supported the First Amendment rights of the students, is often used by courts as a governing precedent, although a succession of more conservative courts has consistently weakened students' free speech rights in favor of actions taken by administrators.

The First Amendment of the U.S. Constitution addresses freedom of speech. In the past decade, the extensive use of social media has led college policy makers into complex arenas regarding student rights. In a recent publication, the <u>California Advisory Committee (2012)</u> reported to the U.S. Commission on Civil Rights specific recommendations addressing the "competing obligations" of public colleges and universities when considering disciplining students for speech while ensuring that anti-discrimination policies are enforced (p. 4). In the findings section of the report, Ada Meloy, General Counsel, explained, "Freedom of speech is not absolute in all circumstances and all forums," noting that some speech is offensive (p. 13). In the late 1980s and early 1990s, higher education institutions began to address the issue of hate speech on college campuses. In response to the disagreement between groups who supported free speech and those who sought to protect individuals and groups from offensive or threatening speech based on gender, race, ethnicity, or other traits, higher education institutions created speech codes. Hemmer (1995) described the conflict between the egalitarians and libertarians

on college campuses as sparking a "nationwide debate" during the early 1990s (p. 307). Over two decades later, these competing priorities must be considered by institutions of higher education striving to balance free speech on campuses with a provision of a non-discriminatory educational environment.

There are many challenging issues college and university campuses are facing in creating social media policies that allow for free speech while ensuring that students are allowed an education within a non-discriminatory atmosphere. The need and interest for creating social media policies within college and university campuses has evolved from the growing popularity of students and their use of social media. For instance, Ohio State University's College of Medicine (2013) addresses social media usage with the following statements:

Students and Faculty of the College of Medicine: Should take steps to insure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control. Should include a disclaimer with postings that clearly states that the expressed opinions belong to the writer alone and do not necessarily reflect the views of the College of Medicine. May not write about patients in a manner that could in any way convey the patient's identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, and specific locations within the medical center may be easily identifiable even in the absence of names and medical record numbers. May not write defamatory comments about faculty, staff, students, and health professionals within the medical center. May not post someone else's work (including from Internet sites) without attribution. May not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior.

Lists of examples of possible infractions are included in the social media policy as well. Possible infractions include but are not limited to: any inappropriate away messages or profiles on instant messenger services, any inappropriate postings on social networking sites, blogs, or public websites, and any inappropriate postings of pictures.

According to <u>EDUCAUSE (2014)</u>, a nonprofit organization concerned with information technology and higher education, no best practices exist currently to help guide college and university campuses in developing policies for students. Creating effective and rational social media policies that embrace and value inclusivity and diversity will help provide the campus community guidance and set the tone for behaviors that are expected online.

Student Discipline Issues

Universities have faced a major challenge with making a decision on how to discipline students for misuse that occurs through various forms of social media. While the activities occur online, which is technically outside of the university environment, they may have consequences that affect either the university or individuals affiliated with the university. Universities have established ways to handle inappropriate speech or behaviors that occur within the campus environment; however, now it is important for them to establish both guidelines for use and methods for handling misuse of social media that reaches an audience beyond the campus environment.

There have been several cases centered around a student's right to free speech on a school's campus, stemming back to the *Tinker* case, in which students wore black armbands to school to protest the U.S. involvement in the Vietnam War and to mourn the loss of individuals on both war lines. When school

officials became aware of students wearing the armbands, they decided to enforce a no-armband code. Students did not comply with this code, so the school suspended them for non-compliance. The students sued the school, which led to this situation being presented to the U.S. District Court. The court ruled that the school was "reasonable" in their decision because it ultimately prevented a disturbance that would result from wearing the armbands. The landmark student speech decision indicated that a school may discipline a student for speech if the institution can show that the speech does or will "materially and substantially disrupt the work and discipline of the school" (Kozlowski, 2011, p. 352). Essentially, the institution is given the responsibility of proving that the speech did or has the potential to materially and substantially disrupt school activities.

The Court of Appeal decision in the case of *Pridgen v. Univ. of Calgary* (ABQB 644, 2010) was much different from the *Tinker* case. In this situation, two brothers (Steven and Keith Pridgen) posted one comment each about one of their professors on a public Facebook wall created by another student. The instructor complained to the Interim Dean of the Faculty of Communication and Culture about the comments posted by students on Facebook. In response, the University of Calgary treated the complaint as an assertion of academic misconduct. The University has a Student Misconduct Policy, which includes a section on "Disciplinary Action for Non-Academic Misconduct." If a student is accused of non-academic misconduct, he or she must meet with a school official, in this case the dean, before a decision is made in response to the claim. Whenever the misconduct does not require suspension, the dean may place the student on probation for a given period of time, with conditions as seen necessary. Thus, in this case, the dean met with all 10 of the students who were members of the Facebook group, many of whom did not post comments on the wall. Subsequently, Keith Pridgen was placed on probation for 24 months for non-academic misconduct. Steven Pridgen was also found guilty of non-academic misconduct and required to submit a letter of apology to the instructor and to refrain from posting or distributing defamatory material.

The brothers filed for an appeal with the University's Review Committee, which reduced their probation period to 6 months and 4 months, respectively. The Pridgens were not satisfied with the outcome of the appeal, thus they submitted an application for judicial review in the Court of Queen's Bench. The Court concluded that the University's decision was not reasonable, because it did not provide insight into how or why the students' postings were considered non-academic misconduct. The committee did not indicate if it was the site, the comments, or the fact that students were posting on the site that classified the behavior as non-academic misconduct. In addition, the judges had a problem with the fact that the review committee did not discuss whether or not the Pridgens' comments caused injury to the professor, which is an aspect of their policy for misconduct.

The *Pridgen* case is significant because it provides a good framework for universities to follow when they want to discipline students for using social media to talk about their instructors or peers. In this case, one can look at why the court ruled in favor of the students to determine how they should respond to students who may carry out similar activities. In the Pridgens' situation, the university did not have enough evidence to support their claim of the Facebook activity causing injury to the professor. In addition, the review committee did not have a convincing explanation of how or why the students' comments were considered misconduct.

School Culture Issues

In addition to members of an educational setting having rights by law or policy, educators and other professionals value diversity, inclusivity, and cultural competence. The Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes include intercultural knowledge and competence (AAC&U, 2014). Professions involved in human services, health care, and education take a position that values diversity. The American School Counselor Association (ASCA) has a position paper titled *Ethical Standards for School Counselors* that addresses the professional responsibility of school counselors to not only embrace diversity but also actively advocate for groups that have historically been under- or poorly served by the educational system (ASCA, 2014). In light of this perspective on diversity, it is not surprising that Mr. James and Dr. Evans did not understand how Jenny could think that her Twitter comments were acceptable. However, was the CEC creating an environment that sent a clear message about diversity?

There are several theorists who have developed models for effective multicultural education, which address how to create an educational environment that is inclusive and teaches students to engage in diversity. James Banks' five dimensions of multicultural education is such a model and have been effectively applied to K-12 education and higher education environments. Being ready to embrace a diversity ethos in an educational setting and using a model such as Banks's as guidance are first steps on a road to improvement. Application of these ideas in the practice setting is the next step. The literature provides examples and inspiration for educators wishing to engage their students in diversity in the classroom.

http://journals.sagepub.com/doi/10.1177/1555458914568118

CASE 3, Background and Outcomes

A community college teacher who attracted national attention for describing the election of Donald Trump as "an act of terrorism" said her comments were meant to comfort her students, not ignite political controversy.

Olga Perez Stable Cox defended her statements – secretly videotaped by a student in clips that went viral online and made national news last month.

"I didn't say anything wrong or do anything wrong. I didn't say anything that thousands of Americans weren't feeling or saying," Cox, 66, said in a recent interview at her home. "I don't regret it."

To those who demand the Orange Coast College instructor apologize for making statements such as "We have been assaulted," Cox said no apology would be forthcoming. She also denied telling students to stand up if they voted for Trump.

Instead, Cox repeatedly labeled the secret filming, and what has happened since the video clips ricocheted across television screens and online forums, as an attack on her.

She said the videotaping was premeditated and part of a national campaign to intimidate liberal professors. Her name, which became fodder for conservative talk hosts such as Bill O'Reilly and Tucker Carlson, now appears on a "Professor Watchlist," a project of a conservative group called Turning Point USA to expose college professors who discriminate against conservative students.

"My privacy has been demolished. And that's awful. I'm a very private person. And it's very scary," said Cox, sitting in her living room along with her longtime partner, who asked not to be identified.

<u>The two women left town for about a week last month</u> because, they said, they feared for Cox's safety following angry emails and threats, including one that displayed her home address. Her last week of classes was canceled. The couple disconnected their home phone. They are considering a safety alarm system.

The Costa Mesa Police Department said it is investigating threats against Cox. Last week, police and a Hazmat unit arrived at the Costa Mesa campus to investigate a letter that contained a suspicious powder. It wasn't dangerous, authorities determined.

"We were terrorized," said Cox. "We were afraid people were going to follow us ... that they were going to follow on their suggestions, that I should be shot in the face and things like that."

College officials said they are investigating the matter and looking into whether Cox's comments were appropriate in the context of her class.

But in a Dec. 12 joint statement with faculty and union representatives, OCC President Dennis Harkins said the administration supports instructors' rights to "respectfully respond to student questions and to express views that may challenge student opinions, world view, or ideology." The administration and faculty, they said, do not condone violations of an instructor's syllabus, district code of conduct and California Education Code that prohibit recording in class without prior consent.

College officials are investigating whether the student who videotaped Cox violated school code and other laws.

On Thursday, three leaders from the campus College Republicans learned that the college has expanded its investigation and is looking into whether they, too, possibly violated the school's student code of conduct by posting the anonymously taped video on their Facebook page Dec. 6.

The 18-year-old leader of the College Republicans said they have been targeted because of their political ideology.

"It's frightening they are using Gestapo-like tactics on our students," said Joshua Recalde-Martinez, the club's president.

The controversy began when Cox opened her three human sexuality classes on Nov. 15 and 16 by talking about the election. The videos that went viral were taken during the evening class on Nov. 15.

The first clip opens with her referring to someone as a "white supremacist." Students said she was referring to Trump. She said she doesn't remember.

Why bring up the election in a human sexuality class?

"It was just a few moments to acknowledge an experience most of us were having," Cox said.

Cox said it was relevant because many students had earlier approached her and expressed fears of what a Trump presidency would mean to gays, Latinos and other minorities – a fear she said she shares "as a woman, as a Latina, as a lesbian, as a refugee."

She said her goal was to assure the students, many of them minorities, that they were safe on campus and to provide them with coping tools and resources should they face discrimination following the election of a president who has called for a registry of Muslims and the deportation of undocumented immigrants.

When asked whether she provides a "safe space" for conservative students who disagree with her, she said: "My class is a safe space for everybody. And any student that wants to can raise their hand and share their opinion."

Asked several times whether she could understand why her choice of words could make conservative students feel uncomfortable or insulted, Cox said she could not control how others interpreted her statements.

What did she mean then when she called the election "an act of terrorism"? Are people who voted for Trump terrorists?

"I was talking about feelings people had feeling betrayed. I didn't attack anyone."

"I never said anyone was a terrorist. ... A lot of us were in pain and were afraid because of all the things that had been said throughout the campaign and all the ways women and minority groups had been disrespected and made fun of."

"My goal was to help create a safe space for (students) ... to reassure them and help them deal with the fears and feelings they were having."

Cox insisted that the student who taped her was on a "gotcha" mission commissioned by the school's College Republicans to target liberal teachers on campus.

"It's part of a national campaign to, I guess, destroy liberal education," she said. "By attacking me, they're hoping to intimidate and scare others to not open their mouths. This is an attack on freedom of speech."

Leaders from the school's College Republicans and their attorney, Shawn Steel, called Cox's claims ludicrous.

Recalde-Martinez acknowledged working for a couple of months early last year as a field representative for Turning Point USA, the organization that placed Cox's name on its professor watch list, but he denied having a role in seeing Cox's name added to the list.

Members of the College Republicans were advised to document if anyone felt attacked on campus, he said.

"I never said go out and record your professors," he said, noting that no one from the club gave Cox "a script" to read. "That was her rant."

Recalde-Martinez said he and his group posted the video clips online after first approaching Orange Coast College administrators with their concerns and not hearing back from them.

Recalde-Martinez said he has received threatening hate mail, too. And so has Steel, who has called for Cox's firing.

Cox's rhetoric, Steel said, amounted to bullying.

Cox asked students to stand up and "show the rest of the class who to watch out for and protect yourself from," according to Tanner Webb of Huntington Beach, one of two students not affiliated with the College Republicans who stepped forward last month to say Cox asked Trump supporters to identify themselves.

"I think Mrs. Cox is a good teacher when teaching the curriculum and I have enjoyed her class," said Webb, who described himself as apolitical. Webb was in a different class than the one that was videotaped, but in his session, Cox "continually bashed on Trump supporters, belittling them and making it seem like every person who voted for Trump was an LGBT community hating white supremacist."

Cox denies it.

"I never did that."

"What I said was, for those of you who are happy that your candidate won, celebrate. Stand up, cheer. Whatever. It was generic. It wasn't stand up now. It wasn't that at all. That didn't happen."

http://www.ocregister.com/2017/01/16/occ-instructor-no-regrets-calling-trumps-election-an-act-of-terrorism/

See also follow up coverage: "Professor who made anti-Trump comments will accept OCC Faculty of the Year award" http://www.latimes.com/socal/daily-pilot/news/tn-dpt-me-0325-occ-award-20170324-story.html



MINUTES OF THE UNIVERSITY OF WISCONSIN-RIVER FALLS STUDENT GOVERNMENT ASSOCIATION STUDENT SENATE

Tuesday, October 17th, 2017 at 7:00pm Willow River Room, University Center

I. CALL TO ORDER

A. Meeting called to order at 7:00PM

II. ROLL CALL OF MEMBERS

III. Members	Present	Absent
Abby Wendt	X	75746
Kaylee Kildahl	Х	
Sara Meurer	X	
Gabe Stanko	Χ	60.00
Cassie McGuire	X	
Jordan Kitchen	X	
Temi Abiodun	X	
Anja Gridley	X	FILE YOUNG
Johnathan Aiuppa	X	
JJ Knapp	mail of	X
Rosemary Pechous		X
Jacob Timm	X	
Halley White	X	
Taylor Schultz	X	

Kyle Lehman	х	
Kelsey Einertson	Х	
James		
VandenBergh	X	
Total	15	2

IV. APPROVAL OF MINUTES

A. 10 OCT 17

• Minutes unanimously approved for 10/10/17

V. OPEN FORUM

VI. EXECUTIVE COMMITTEE REPORTS

- A. External Relations Director Jordan Kitchen
 - External Relations Director Kitchen said they have a list of discounts started with the businesses in River Falls. Will be contacting the rest of the businesses on the list at their meeting on Thursday, then will start contacting businesses in Hudson.
- **B.** Marketing & Outreach Director Anja Gridley
 - Marketing and Outreach Director Gridley said the T-shirt designed was approved and ordered.
 - Director Gridley said she is putting stuff on social media and letting students know to share the Facebook post about the Week of Action, and encouraged directors to go share the post as well.
 - Director Gridley concluded and said she is making a marketing plan for how to advertise the events during the week, and she will be going to the events to take pictures.

C. Rules & Oversight Director – Jacob Timm

- ORC Director Timm said they just had a meeting at 5:00pm tonight. 6 positions have been confirmed.
- ORC Director Timm continued to say there are going to be 2 runoff elections for the College of Business and Economics and the College of Arts and Sciences. The election will be starting the Wednesday the 18th at 9:00am through Thursday the 19th at 5:00pm. All the positions will be confirmed and sworn in on the October 24th.

D. Student Affairs Director – Temi Abiodun

- Student Affairs Director Abiodun stated she met with RHA Hall Council to bring awareness of the event to the Residence Halls. Got approved to use the jugs for the interactive pieces and to put posters in the Residence Halls.
- Director Abiodun continued with saying that they will be creating the game for the interactive piece at the table during their meeting.
- Director Abiodun added that tomorrow they will be having a run through of the Day 4 event.
- Director Abiodun concluded with saying she is now focusing on getting the food finalized with the vendors for next week.
- President Wendt asked if we got a discount by putting them as a sponsor on the back of the shirt?
 - Senator Halley White answered at the time we ordered there wasn't anyone that could answer that question. We had to proceed with the order because it was time sensitive.

E. Academic Affairs Director – Cassandra McGuire

 Academic Affairs Director McGuire said she will be able to have a meeting in the next couple weeks once elections are finalized. Also, has a Doodle poll ready to send out when the new senators are sworn in to hold a meeting, which she is hoping to schedule for last week in October or first week in November.

F. Finance Director – Gabe Stanko

- Finance Director Stanko said he has been working on the nonallocable fees process with President Wendt.
- Director Stanko continued with saying that the mandatory budget training is coming up and if you are a part of a student organization your treasurer must be present at the training. There will be two sessions at 5:00pm and 7:00pm on November 1st.
- Senator Johnathan Auippa asked does it have to be the treasurer or can a chair of the organization attend?

O Director Stank replied, preferable the treasurer, but if they email before the meeting and say they can't make it we can make an exception.

G. Chief of Staff – Sara Meurer

• Chief of Staff Meurer stated she has been working on the Week of Action and ordering the T-shirts and the posters for the week.

H. Student Body Vice President – *Kaylee Kildahl*

- Student Body Vice President Kildahl stated she is getting ready for the Week of Action, and getting the marketing ready by putting posters up in the residence halls and around campus. Also, has been pushing the social media post for the event it has currently reach 600 people.
- Vice President Kildahl continued with saying the One love event last week had a total of 148 student athletes participated in the event, and several who volunteered to help next year.

I. Student Body President – Abby Wendt

- President Wendt added she has been working with Director Stanko on nonallocables fees and budgets this past week.
- Student Body President Wendt stated she had a meeting with Advisor Greg Heiselman today about the bi laws, a lot of work has to be done to them. We will be adding two subcommittees. Now they are working to figure out how to structure these committees. Going to be a lot of restructuring for the Senate bi laws.
- President Wendt continued with saying the UW Reps meeting is coming up the second week in November, anyone can come for the breakout sessions which are going to be more student senate related.
- President Wendt concluded with saying President Ray Cross is looking to restructure 2 and 4-year colleges in UW System. 2-year colleges will now merge with their nearest 4-year university.

VII. SPECIAL REPORTS

A. SGA Advisor - Gregg Heinselman

- Advisor Heinselman talked about the merger announcement, and said there are a lot of questions and concerns in the UW system right now. This still has to go to the board of regions in mid-November. Chancellors at the 4-year institutions have been starting to engage with the 2-year campus directors. The geographic location is how it was decided what campuses will merge together.
- Advisor Heinselman concluded with talking about at the past Regions meeting in Stout, the freedom of expression policy was passed. This policy will shape expectations and communications to the students about free speech on campus. Our University has been looking at requirements for what it looks like for our campus. We will need to add aspects of the policy at new student orientation, communicate the policy with faculty and staff so they can educate students on the policy as well. We will also have to look at how it will align with our conduct code if an incident arises
- Vice President Kildahl stated her biggest concern is tuition prices, the draw for 2 years is the tuition costs. Do you know if prices for tuition will go up for 2-year campuses?
 - O Advisor Heinselman replied and said they are trying to link to two together to make it a smoother process. How they are going to pay if they are going to blend certain aspects with one another still has to be sorted out.

VIII. DISCUSSION

- A. Biology Study Lounge Presentation
 - Senator Auippa said he will hold off on the presentation until the new senators are sworn in.
 - President Wendt added that they will included in the agenda next week.

B. Service Hours

- Chief of Staff Meurer reminded everyone to get their service hours in before the end of the semester, senators need a total of 10 hours.
- Vice President Kildahl added they must be turned in a week and a half before the semester ends. There is a lot of opportunities to get your service hours in with the Week of Action coming up.

C. Homecoming Budget Report

• President Wendt said the official budget was \$300, we spent for promotional items \$174 dollars, we bought a hat and blanket for the raffle, 9 water bottles, 9 socks, and keychains. Then we received free lanyards and tattoos from Student Involvement, and got 40 bags of candy and 47 ponchos from the dollar store. \$271 total was spent on homecoming, and the remainder will be put back into the funding pool.

D. Student Perceptions on Sexual Assault and Consent Survey

 Vice President Wendt said former senator Samantha Mita is conducting a survey, and wanted to push it for the senators to take. It is a survey about how students on campus view sexual assault and consent. If this is something you are interested in we will have it be optional to take after a meeting.

E. UW Reps Meeting

- Senator James VandenBergh stated the next UW Reps meeting will be on November 11th at UW-Whitewater. He opens the invite to SGA and any students that want to attend. Won't be a regular reps meeting we will have break out sessions. Total of 7 sessions will be happening. It would be a great way to make connections with student reps across the state. You won't pay anything out of pocket, and we will also be discussing the recent merger decision from President Ray Cross.
- President Wendt added to let her know if you are interested in going by the 27th to make sure we can get reservations.

F. Week of Action

- Director Abiodun stated the Week of Action is next week, starts at 10:00am for tabling, please sign up on the Doodle poll if you are interested in helping.
- Director Abiodun added there will be two Falcon 5 events, the Hunting Ground event on Monday, and the Interactive Discussion on Thursday.
- Director Abiodun concluded with saying she met with Kellan Wells-Mangold and the money from the Its on Us bracelets will be donated to Turningpoint.
- Senator Kelsey Einerston asked if there is a need for volunteers for anything else for the Week of Action?
 - O Director Abiodun replied that she will set up a Doodle poll if people want to volunteer for the different events.

IX. ADDITIONAL ITEMS AND ANNOUNCEMENTS

- Director Stanko reminded everyone of the mandatory budget training at 5:00pm and 7:00pm on November 1st.
- Director Timm encouraged everyone to go vote if you are in the college of Business and Economics or the College of Arts and Sciences, voting opens at 9:00am on the 18th, and ends on 5:00pm on the 19th.

X. ADJORN

A. Meetings adjourned at 7:38pm

FALCON DAILY

Tuesday, Oct. 10, 2017

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning." -- Benjamin Franklin

UWRF celebrates our newly tenured and/or promoted faculty



Chancellor Dean Van Galen recently inaugurated a new fall tradition, a luncheon honoring the UW-River Falls faculty who had recently been granted tenure and/or had promotion approved by the UW Board of Regents. Each faculty member received a keepsake photo book on the history of UW-River Falls. From left to right: Sharyl Samargia, communications sciences and disorders; (Interim Provost Faye Perkins); Kaylee Spencer, art; Surujhdeo Seunarine, physics; Erick Hofacker, mathematics; David Bonko, marketing communications; Joseph Rein, English; (Chancellor Van Galen); Grace Coggio, communication and media studies; Wei Zheng, management & marketing; Sierra Howry, agricultural economics; Todd Savage, counseling & school psychology; and, Tamara Kincaid, social work. Not pictured: Joseph Gathman, biology; Sylvia Kehoe, animal & food science; Eoin Breadon, art. Staff photo by Kathy M Helgeson.

Announcements

Annual Benefits Enrollment period ends Oct. 27

Reminder: The Annual Benefits Enrollment (ABE) period ends Oct. 27. It is the only annual opportunity UWRF employees have to enroll in or make changes to most of your benefits unless you have an eligible life event (family status or employment change) during the year. Changes made during ABE are effective Jan. 1, 2018. For more information, visit the 2018 Annual Benefits Enrollment website or email [log in to unmask].

Confidential shredding deadline

Reminder: Facilities Management will have a mobile shredder on campus the week of Oct. 22. Material to be shredded must have met the legal retention period. Submit a work order by Oct. 20 listing the number of boxes to be shredded and the location where to pick them up. Boxes must be clearly marked "SHRED." For more information, visithttp://www.uwrf.edu/Sustainability/CampusInitiatives/Confidential-Shredding.cfm, email [log in to unmask] or call 4333.

Faculty Senate Executive Committee Meeting

The Faculty Senate Executive Committee Meeting will meet Wednesday, Oct. 11, from 3:30 p.m. in 305 KFA. For details or an agenda,

visit https://www.uwrf.edu/FacultySenate/Committees/StandingCommittees/ExecutiveCommittee.cfm or email [log in to unmask]">[log in to unmask]">[log in to unmask].

Upcoming Events

Annual Fall Plant Sale, Wednesday-Friday, Oct. 11-13, 9 a.m.-3 p.m. On Wednesday the sale will be held in Ag Science, Thursday in the UC and Friday outside the UC for Chartwell's Flea Market Day. We have a great selection of plants including succulents, cacti, terrarium plants and many other foliage plants. Check out our selection! Hosted by the UWRF Horticulture Society.

Fellowship of Christian Faculty and Staff meets Newman Club, Wednesday, Oct. 11, noon-12:50 p.m., Journey House. Please join FCFS across the street from Hagestad Hall to learn about UWRF's Christian student organizations throughout this semester. This week a leader from Newman Club will be joining us. For more information, email [log in to unmask].

Symphony and University Band Concert, Thursday, Oct. 12, 7:30 p.m., Abbott Concert Hall, KFA. Featuring "Steampunk Suite" by Erika Svanoe, "Variations on a Korean Folk Song" by John Barnes Chance and more. Tickets are \$8/adults, \$5/seniors and students. Open to all.

Don't Forget

Tuesday, Oct. 10

Academic Staff Council Meeting, 10-11 a.m., 139 Hagestad Hall. If you have questions, email [log in to unmask].

Korean pottery created by artist Dukchun Lee Byoung Kwon is on display in the Harriet Barry Gallery, Davee Library. Free exhibit and open to all during library hours.

Education News

"Is there free speech on college campuses?" MPR News, Oct. 10.

"Regents approve punishments up to expulsion for UW students who repeatedly disrupt speakers," Milwaukee Journal Sentinel, Oct. 6.

"<u>University of Wisconsin students could be expelled for disrupting campus speeches under new policy</u>," Madison.com, Oct. 7.

"UW Board of Regents passes controversial "Freedom of Expression" rule," WKOW, Oct. 6.

"Enrollment falls at several UW System campuses this fall as state's demographics shift," Milwaukee Journal Sentinel, Oct.

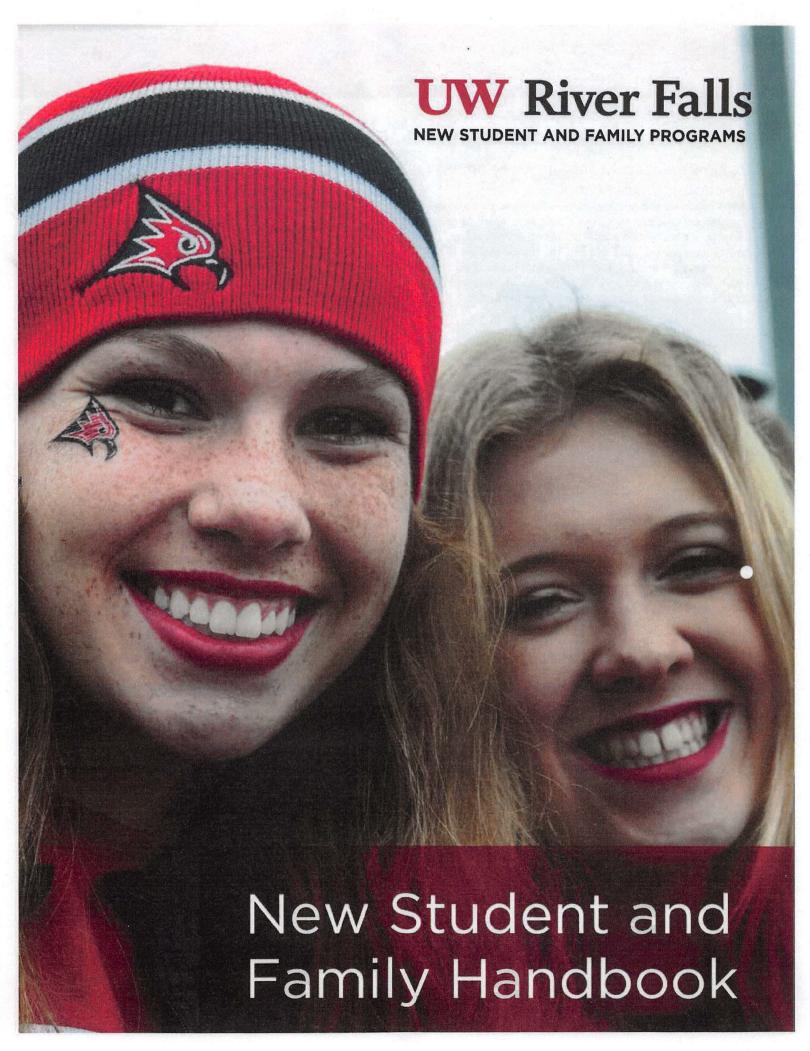
"Bitter budget debate casts shadow over remaining legislative session," Wisconsin State Journal, Oct. 7.

"Betsy DeVos' First Semester: A Status Report," National Public Radio, Oct. 8.

"Editorial: Defying Betsy DeVos," Wall Street Journal, Oct. 8.

Falcon Daily is an employee e-newsletter sent to all UW-River Falls employees and subscribers Monday-Thursday mornings during the academic year and Tuesday and Thursday mornings during summer and J-Term. Please submit items by 4 p.m. the day prior to suggested inclusion date to falcondaily-submit@[log in to unmask].

Submit an item to Falcon Daily | Subscribe to Falcon Daily | Falcon Daily Archives | Feedback on Falcon Daily | Mission, Vision and Values | Strategic Planning website | Academic Affairs Notices website



Commitment to Academic Freedom and Freedom of Expression

UWRF students and employees have the freedom to discuss any problem that presents itself, as the First Amendment of the U. S. Constitution and Article I of the Wisconsin Constitution permit. Students and employees shall be permitted to assemble and engage in spontaneous expressive activity as long as such activity does not materially and substantially disrupt the functioning of an institution.

Protests and demonstrations that materially and substantially disrupt the rights of others to engage in or listen to expressive activity shall not be permitted and shall be subject to sanction. This policy shall not prohibit administrators, faculty, or other instructors from maintaining order. Access to UW institutions for purposes of free speech and expression shall occur within the limits of reasonable viewpoint-neutral and content-neutral restrictions on time, place, and manner of expression and provisions of UWS 21 (Use of University Facilities) of the Wisconsin Administrative Code.

For questions regarding Academic Freedom and Freedom of Expression, please contact Student Affairs.

Required Disclosure for Participation in Certain UW System Services and Programs

The UW System values and promotes access to higher education and the benefits it provides to individuals and society-at-large. Participation in programs and services offered by UW System institutions is an important part of the university experience. Of equal importance is the UW System's responsibility to provide a safe and secure environment for members of the university community.

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For questions regarding Required Disclosure on the Housing Contract, please contact Residence Life; Student Abroad or Away, please contact the Provost's Office.

Required Sexual Assault and Harassment Training

The UW System values and promotes a safe and harassment free university community. Title IX of the Education Amendments of 1972, prohibits sex discrimination in education programs and activities that receive federal assistance.

UWRF Students and employees must complete the required training addressing issues related to Sexual Assault, Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence and Stalking. For questions regarding the training, please contact the Title IX Coordinator.



From: To: Sandra Cleveland

Subject:

Megan Wasley

Date:

FW: Freedom of Expression Survey Friday, January 4, 2019 1:22:38 PM

Attachments:

image001.png

2017-18 Questionaire on Implementation of RPD 4-21 - UWRF RESPONSE final.docx

18 Fall NSFP Handbook Cover+page 15[3490].pdf Campus Leadership Workshop Nov 21 2017 REV.PDF

CLW Free Speech Case Studies.docx

CLW Free Speech Case Studies background and outcomes.docx

Feb. 21 2018 Student Voice article.pdf LISTSERV 16.0 - FALCONDAILY Archives.pdf LISTSERV 16.0 - FALCONDAILY Archives2.pdf Oct. 31 Leadership Assembly Agenda.pdf

report 2017 free speech.pdf SS Minutes 10 17.docx

When the Middle Ground Is the High Ground Free Speech and the University AGB.PDF

Nov. 1 2017 Student Voice article.pdf

2017-18 Questionaire on Implementation of RPD 4-21 - UWRF RESPONSE final.docx

From: Beth Schommer <beth.schommer@uwrf.edu>

Sent: Tuesday, July 31, 2018 1:53 PM

To: Sandra Cleveland <scleveland@uwsa.edu> **Subject:** RE: Freedom of Expression Survey

Hello Sandra,

Here is the UWRF submission in Word doc format. All of the supporting evidence/examples are attached as well. Each file is referenced with regards to the relevant survey item in the response file. Please let me know if you have any questions or need me to provide anything else.

Kind regards,

Beth

From: Sandra Cleveland < scleveland@uwsa.edu>

Sent: Tuesday, July 31, 2018 1:24 PM

To: Beth Schommer < beth.schommer@uwrf.edu > **Subject:** FW: Freedom of Expression Survey

Hi Beth,

Jess shared this with me and asked me to respond. Yes, please email me a copy of the questionnaire and the supporting documents—I've been noticing some quirky things with Qualtrics on my end as well.

Thanks for catching this.

Sandra Cleveland

Policy Analyst
Office of the Board of Regents
University of Wisconsin System

Phone: (608) 262-2325 Email: scleveland@uwsa.edu

From: Beth Schommer [mailto:beth.schommer@uwrf.edu]

Sent: Tuesday, July 31, 2018 12:52 PM
To: Jess Lathrop < <u>jlathrop@uwsa.edu</u>>
Subject: Freedom of Expression Survey

Hello Jess.

I am contacting you about the UWRF responses on the RPD 4-21 survey. I have a couple of comments/questions.

First, some of our responses contained longer textual explanations. I see on the PDF of our completed survey that the responses are legible, albeit a bit oddly formatted. If you would like me to provide our responses in a more easily legible format, I do have a Word document available.

Second, regarding the attachments, I had a few supporting documents that I was trying to upload with various questions. It would seem that only the last uploaded document is registered with our responses, however. Should I provide all attachments to you by email, or can you confirm that you received them, even if it would not appear so on my end?

I look forward to your feedback.

Thank you and kind regards,

Beth

Beth Schommer
Executive Assistant to the Chancellor
University of Wisconsin-River Falls
117 North Hall
410 S. 3rd St., River Falls, WI 54022
Phone: 715-425-0662
beth.schommer@uwrf.edu
www.uwrf.edu



2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Submitted on Behalf of: (UW Institution)

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Note: A formal complaint is one which has been referred to the disciplinary process.

Number of Formal Complaints about Students: None reported

Number of Formal Complaints about Employees: None reported

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

None reported

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

None reported

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

#1

Description of Activity: Published statement in 2018-19 New Student and Family Handbook, distributed to all parents and students who attended June 2018 New Student Registration.

Target Audience (Students or Employees): Students, parents, family members

Estimated # of Students/Employees Impacted: 1,500

Date(s) of Activity: May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(18 Fall NSFP Handbook Cover+page 15[3490].pdf)

#2

Description of Activity: Discussed new Regent Policy Document on freedom of expression policy as it relates to UW-River Falls at October 16 and October 31 meetings of Chancellor's Cabinet, including required reading of 2017 document published by AGB Press, "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" and article in the July/August 2017 edition of AGB Trusteeship Magazine "When the Middle Ground Is the High Ground: Free Speech and the University".

Target Audience (Students or Employees): UW-River Falls senior leadership (employees): Provost and Vice Chancellor for Academic Affairs; Assistant Chancellor for Business and Finance; Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation; Assistant Chancellor of Student Affairs; Executive Assistant to the Chancellor; Executive Director for Facilities Planning and Management; Executive Director, Admissions & New Student and Family Programs; Athletics Director; Dean, College of Arts and Sciences; Dean, College of Agriculture, Food and Environmental Sciences; Dean, College of Education and Professional Studies; Dean, College of Business and Economics

Estimated # of Students/Employees Impacted: 13

Date(s) of Activity: October 16, 2018 and October 31, 2018.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(report_2017_free_speech.pdf; When the Middle Ground Is the High Ground_Free Speech and the University_AGB.pdf)

#3

Description of Activity: Campus Climate Survey Follow up Action Items distributed and discussed at October 31 Leadership Assembly, further discussed at November 21 Campus Leadership Workshop

GOAL 4: support faculty ability to address difficult or sensitive issues in the classroom. These actions will help ensure understanding of, and adherence to, prevailing guidelines on academic freedom (AAUP, UW System, etc.) by all faculty and IAS, and promote culture of faculty and instructor confidence in working effectively with differing viewpoints.

GOAL 5: foster a culture of healthy argumentation and debate especially amongst students. These actions are aimed at supporting students' ability to engage in appropriate, healthy dialogue on difficult topics; encouraging students to interact with others who may hold different opinions or come from different backgrounds; and modelling good debate practices, following rules of civil discourse and productive dialogue, focusing on evidence-based arguments, etc.

Target Audience (Students or Employees): UW-River Falls leadership and shared governance

- Leadership Assembly: all administrators at a manager or director level or above;
- Campus Leadership Workshop: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted: approximately 100

Date(s) of Activity: October 31, 2018 and November 21, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(Oct. 31 Leadership Assembly Agenda.pdf; Campus Leadership Workshop Nov 21 2017_REV.pdf)

#4

Description of Activity: RPD 4-21 discussed as it applies to various case studies at November 21 Campus Leadership Workshop

Target Audience (Students or Employees): UW-River Falls leadership and shared governance: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted: approximately 45 directly

Date(s) of Activity: October 31, 2018 and November 21, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(Campus Leadership Workshop Nov 21 2017_REV.pdf; CLW Free Speech Case Studies.doc; CLW Free Speech Case Studies_background and outcomes.doc)

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

None reported.

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

The policy was discussed at Student Senate with elected student leadership (see October 17, 2017 Minutes of the Student Government Association meeting). The policy was further referenced in articles by student journalists in the Student Voice newspaper, distributed in print and online and with articles being promoted through the newspaper's Twitter account. Student Affairs will also send a message to all students on the Freedom of Expression policy in September 2018 using the "Students Notify" campus listserv.

(SS_Minutes_10_17.doc; Feb. 21 2018 Student Voice article.pdf; Nov. 1 2017 Student Voice article.pdf)

Please provide the following information for each notification to students:

Date of notification: October 17, 2017

Method of notification: Oral communication to student shared governance

Estimated Number or Percentage of Students Notified: 15 elected student leaders, expected to also communicate to their constituents.

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Yes, leadership was notified, with the recommendation and expectation that staff in respective divisions were to be subsequently informed. The Policy was also referenced in campus daily e-newsletters (attached).

(LISTSERV 16.0 – FALCONDAILY Archives.pdf; LISTSERV 16.0 – FALCONDAILY Archives2.pdf).

Please provide the following information for each notification to employees:

Date of notification: October 10, 2018 (Falcon Daily "Education News" section); October 16, 2018 (Chancellor's Cabinet); October 31, 2018 (Leadership Assembly); November 7, 2018 (Campus Leadership Workshop)

Method of notification: Meetings

Estimated Number or Percentage of Employees Notified: Chancellor's Cabinet (13), Leadership Assembly (98) and Campus Leadership Workshop (63), with expectation that leaders were to inform all employees in their respective areas; Falcon Daily newsletter is distributed to 100% of employees.

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

Yes

3.B.) If yes to 3.A., please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

Description of information provided during orientation: Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook.

Date(s) provided: May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018

If possible, please submit examples of documents or other materials developed to meet this requirement.

(18 Fall NSFP Handbook Cover+page 15[3490].pdf)

Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

With the support of UW System Legal (Tom Stafford), UWRF conducted a thorough review of all administrative and operational policies to ensure language in policies was compliant with RPD 4-21. Following is a list of polices reviewed:

- EEO/AA Statement
- Sexual Violence and Sexual Harassment policy AP-06-116
- Faculty and Staff handbook (relevant excerpts only)
- Advertising and Sponsorship in University Print and Online Publications AP-01-109
- Advertising, Sponsorship and Promotions of Alcohol and Tobacco Products on Campus AP-01-107
- Sign Posting AP-01-101 (recommended language changes made)
- Social Media AP-01-112
- Use of University Facilities AP-01-103
- Campus Naming Policy AP-01-402
- Business Activities AP-02-101
- Acceptable Use AP-05-106
- Sexual Violence and Sexual Harassment AP-06-116
- Residence Hall policies
- Falcon Center Membership Manual
- UWRF Intramural Handbook
- Sport Club Handbook
- Student Org Handbook

(Optional: Submit additional supporting documents.)

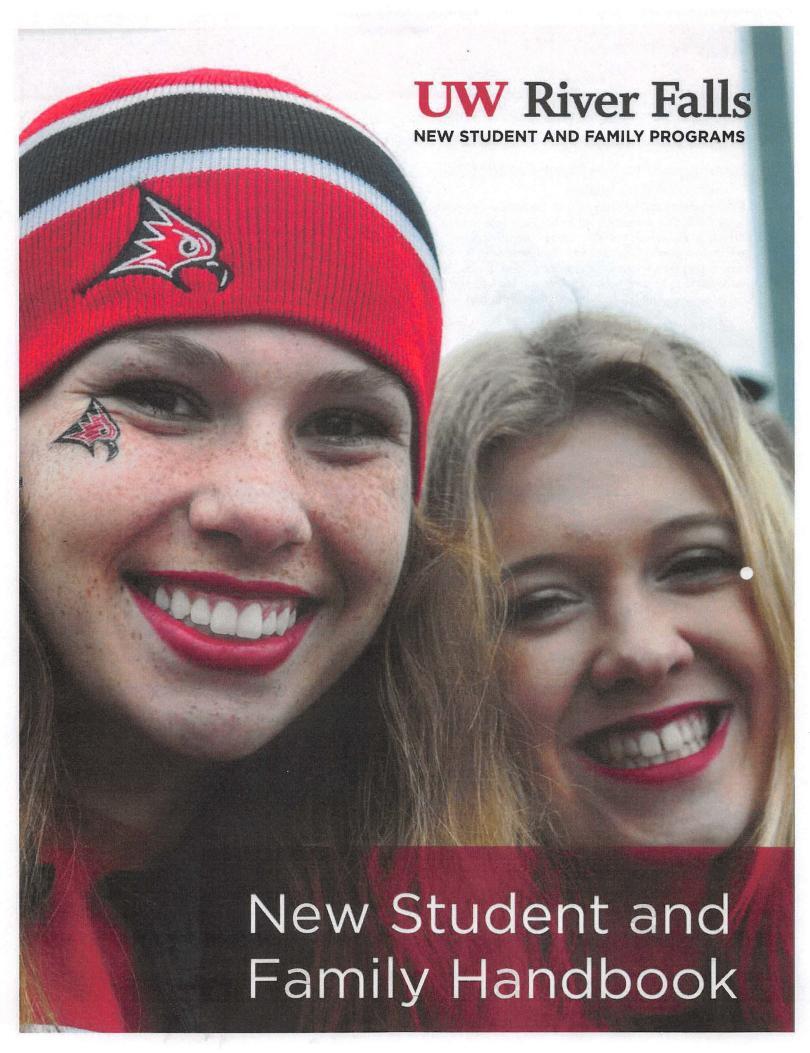
Contact Person:

Name: Beth Schommer

Title: Executive Assistant to the Chancellor

Email Address: beth.schommer@uwrf.edu

Phone Number: 715-425-0662



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Campus Leadership Workshop

November 21, 2017, 8:30-11:30 a.m., University Center St. Croix Room

Participants: Chancellor's Cabinet; all executive members of shared governance bodies; Faculty Senate members and standing committee chairs

- 8:30 Welcome/Agenda; University Updates Chancellor Dean Van Galen
- 8:45 Inclusiveness on Campus: climate survey follow up actions and professional development in intercultural competence. For reference: https://www.uwrf.edu/Diversity/CampusClimateSurveyFollowUpActions201718.cfm
- 9:15 Scholarship Guarantee Chancellor Dean Van Galen and Sarah Egerstrom, Executive Director of Admissions and New Student and Family Programs
- 10:00 BREAK
- 10:15 University Budget Update Elizabeth Frueh, Chief Business Officer
- 10:35 Freedom of Expression on Campus *Interactive Discussion*

General context (please review prior to meeting if possible):

- UW System Policy on Freedom of Expression
- American Association of University Professors (AAUP) <u>Guidance on Freedom</u> of <u>Expression and Campus Speech Codes</u> and FAQs on <u>Academic Freedom</u> in the wake of the 2016 election

Additional reading that may also be of interest:

- Association of Governing Boards of Universities and Colleges (ABG) publication <u>"Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders"</u>

Case Studies discussion:

We will break into small groups and discuss how our campus might respond to various free speech scenarios.

11:30 Conclusion

CASE 1

A right-wing club on campus has proposed bringing a controversial speaker to campus, whose presence on college campuses has allegedly led to incidents of violence in the past. Many oppose the speaker's event and claim that the speaker incites hate speech and targets specific individuals and groups. The club invokes its First Amendment rights to free speech in justifying bringing the speaker to the school for the purpose of promoting political debate. As the event approaches, members of your campus community start protesting the speaker's presence. Students and faculty members have called on the administration to cancel the event. Local police forces have indicated that some outside groups may resort to violent protests on the day of the event. You and the rest of the administration must decide how to handle the situation.

With your group, come to a consensus about how you would handle the situation:

- A. Cancel the event because of content. The speaker should not be given a platform to deliver what could be hate speech targeting members of the student body.
- B. Cancel the event because of safety. Safety is a priority and even a possibility of violence could endanger the campus.
- C. Allow the event to proceed as planned and provide safety measures to the campus group to ensure that the speaker, event attendees, and the campus community are protected from potential violence.
- D. Allow the event to proceed as planned but hold the campus group hosting the event responsible for providing and paying for adequate safety measures.
- E. Suggest a different solution.

Adapted from NewseumED, The Campus Speaker: A Case Study in Free Speech https://newseumed.org/idea/the-campus-speaker-a-case-study-in-free-speech/

CASE 2

A first-year student was taking a required course called "Culture and Diversity". The first week of class, students were asked to watch a video that role modeled in a positive way a White female adviser interacting with a Black male student. After watching the video, classroom discussion was guided by the professor, an African American who identified as an openly gay, Black male. That evening the student, a 19-year-old White woman who had an active online presence in social media, tweeted twice about the class on her private Twitter page, making comments that reflected intolerance and bigotry. In her posts she identified herself as a student at the university.

Two classmates read the student's tweets and informed the professor. The professor met with the unapologetic student who felt it was within her rights to make the statements she'd made. The professor pointed out that she had identified herself as a student at the institution and thus could be seen as speaking on behalf of the institution, and due to this unprofessional behavior, put her on probation for the remainder of the semester. The student wrote a letter to the editor of the school newspaper, stating that her freedom of expression had been curtailed. The article was picked up and published by a prominent conservative website and the issue rose to the attention of university leadership, who became involved in deciding how to respond.

With your group, come to a consensus about how you would respond to the situation:

- A. **Do nothing.** The student was within her rights to freedom of expression and the probation imposed by the professor should be rescinded.
- B. **Punish/educate the student.** In order to use the student as an example for others, confirm that it was correct for the professor to put the student on academic probation. In a further measure, the student should be required to take a diversity training course.
- C. **Update institutional policy.** Do not address this specific issue but instead decide that the university's student handbook and social media policy should be updated to clearly indicate that expressions of intolerance or bias are not allowable, specifying what sanctions would be imposed for students in violation of the policy.
- D. **Issue a statement.** The head of the institution should write a public message to students, employees and the media reiterating the university's commitment to freedom of expression, and to institutional values of inclusivity and diversity.
- E. Suggest a different solution.

Adapted from: Journal of Cases in Educational Leadership, Diversity and Inclusion in Social Media A Case Study of Student Behavior http://journals.sagepub.com/doi/10.1177/1555458914568118

CASE 3

An anonymous student in a human sexuality class secretly records the course professor discussing her political views. The professor refers to Donald Trump as a "white supremacist," his running mate Mike Pence "as one of the most anti-gay humans in this country" and their election as an "act of terrorism."

The student justified the recording by saying that he was concerned about repercussions on his grades, "because she knew I was a Trump supporter." The student showed the video to the College Republicans who reached out to the administration, campaigning for the professor's firing. The group's president said that expunging commentary such as hers from campus would be necessary to ensure the college's commitment to "diversity, equity and inclusivity." The formal complaint requested that the college take action against the professor for supposed "hate speech and bullying tactics." Frustrated with a lack of response from the administration, the group ultimately disseminated the video online.

The issue gets picked up by the media and is covered on national news. Fox News refers to the professor's words as an "assault" on her students. The professor has been teaching at university for decades and is typically well regarded. Known for turning her classes into open forums on sensitive issues, she said that she'd been trying to comfort students scared by Trump's rhetoric against Muslims, undocumented immigrants and other minority groups.

With your group, come to a consensus about how you think the university should respond to the situation:

- A. **Do nothing.** The professor had the academic freedom to express her views and the university should defend that principle.
- B. **Discipline the faculty member.** The faculty member's comments were not relevant to the course material and therefore not protected by academic freedom.
- C. Suspend the student and/or require the student to write an apology. Secret recordings of course material are in violation of intellectual property rights of the professor and the institution, and may be in violation of student conduct rules.
- D. Suggest a different solution.

Case study developed based on information in the following sources:

http://www.latimes.com/socal/daily-pilot/news/tn-dpt-me-video-occ-20161210-story.html

 $\frac{\text{https://www.washingtonpost.com/news/grade-point/wp/2017/02/15/a-professor-called-trumps-victory-terrorism-a-student-who-recorded-the-rant-got-suspended/?utm_term=.b19ea528e97e$

https://www.thefire.org/more-questions-than-answers-in-orange-coast-college-recording-scandal/

CASE 1, Background and Outcomes

In 2016, the Berkeley College Republicans (BCR) invited the well-known alt-right provocateur Milo Yiannopoulos to speak on the University of California, Berkeley campus in February 2017. After the event was announced, campus groups and students began criticizing the administration for allowing the event to proceed, with some calling on school administrators to cancel the event. Many feared that Yiannopoulos, who has a history of sexist, Islamaphobic, racist and transphobic comments, would use his speech to target specific minority groups and individuals. In addition, rumors began to circulate that he would publicly out undocumented students. While such claims were never explicitly confirmed, many used them to protest the event and label Yiannopoulos's planned speech as "hate speech." After receiving a letter from a group of faculty, then-Chancellor Nicholas Dirks sent a letter to the campus affirming the rights of BCR to invite speakers to campus, noting that to preemptively prevent Yiannopoulos from speaking would be in violation of the First Amendment. The campus administration required the Berkeley College Republicans to raise up to \$10,000 for security costs, a standard practice with any host group.

On Feb. 1, the day the Yiannopoulos event was scheduled for, thousands of students planned to gather outside the building where the speech was to take place. A Facebook event outlined the details of the protest, which was intended to be peaceful. But as the evening drew nearer to the start time of the event, a group of 150 individuals began inciting violence, throwing rocks and smashing the windows of the building where the event was set to take place. A fire was lit outside, and a flood light was knocked over. Campus police ultimately decided to cancel the event as the rioting continued, citing concerns over the safety of Yiannopoulos and others in the area.

The aftermath of this incident included several concerns about the status of free speech on college campuses. President Donald Trump's tweet threatening funding at the university sparked national anger, particularly after it was determined that the majority of the violent protesters were not UC Berkeley students. The Berkeley College Republicans decried the violence and what they labeled the death of the free speech movement, which UC Berkeley had been home to 53 years before. Some students defended the use of violence as a means of canceling the event, claiming that Yiannopoulos's words might have been just as harmful. See also:

- open letter sent by UC Berkeley faculty members calling for the cancellation of the event.
- op-ed by representatives from Berkeley College Republicans defending their choice of speaker.
- Chancellor Nicholas Dirks's statement affirming Yiannopoulos's right to speak on campus.
- one student defends the violence at the protests as a form of self-defense.

CASE 2, Background and Outcomes

The College of Educational Counseling (CEC), a small private college dedicated to training students in school counseling, is wrestling with how students should use social media. A recent incident at the college related to the inappropriate use of a student's personal Twitter account prompted the school administration to recognize that they lacked institutional policy or guidelines to deal with such a situation.

First semester CEC students have a required course called Culture and Diversity. The first week of class, students were asked to watch a video that role modeled in a positive way a White female counselor interacting with a Black male high-school student. After watching the video, classroom discussion was guided by the instructor, Mr. Harris James, an African American who identified as an openly gay, Black male. That evening Jenny Andrews, a student in the course, tweeted twice about the class on her private Twitter page. Jenny was a 19-year-old White woman who had an active online presence in social media, posting frequently to Twitter, Facebook, and Instagram. Jenny identified herself as a CEC student in her Twitter profile.

She tweeted the following:

"OMG, can't believe how gay he is!!!"

"Do Blacks like gays??????"

Annie and Jon, two students in the course, saw the tweets and approached Jenny the following morning. Jon said, "Jenny I saw your tweet last night. It was rude and disgusting. You need to take it down." Annie chimed in, "Yeah, Jon is right! And why in the world did you have to identify where we go to school? Makes us all look bad. Everybody knows it's you."

Jenny responded, saying, "What about my rights to say what I want? I was just being honest. Don't you think the whole thing is gross?"

Jon said more firmly,

Jenny, your tweets were offensive. If I were you I'd take them down. You can't say that stuff about people and then tell them where you go to school. You're supposed to be *more* tolerant of diversity, not less. For god sakes, you're a counseling ed student.

"Yeah," Annie agreed. "What were you thinking? You've gotta take those tweets down." "Well... forget it. I'm not going to," said Jenny. "Okay," Jon said, "I'm gonna talk to Mr. James." "You know what Jon, I really don't care," replied Jenny. "I have rights."

Jon and Annie went to tell Mr. James about Jenny's tweets. Mr. James brought Jenny into his office to discuss the situation. Jenny was unapologetic, saying, "Mr. James, I didn't really mean anything. It's my personal Twitter account. Everybody tweets stuff. I don't see what the big deal is."

Mr. James said,

Well, Jenny, I think that's the issue. You say you don't see the problem. You're right it's your private account, but you identified yourself as a student here. To me that means you were representing the

school. I need to take this issue to my director, Dr. Evans, and get his advice about this situation. We will meet and talk further about this after I talk to him.

Mr. James met with Dr. Evans, the president of the college and reported the issue. Dr. Evans had been president of the CEC for 18 years and had dealt with many student situations he deemed "learning opportunities," but Dr. Evans was appalled by Jenny's behavior. One quality of Dr. Evans' leadership style was the ability to take swift and decisive action. He decided to put Jenny on probation for the remainder of the semester due to her unprofessional behavior and he asked Mr. James to talk to the college's Office of Equity and Diversity to identify a class Jenny could take on diversity. "It could be some sort of reeducation for this young woman," said Dr. Evans.

However, Dr. Evans also recognized that this incident signaled a bigger issue in the school. The CEC had no institutional policies that formally guided students in the use of social media. The college needed to catch up. Dr. Evans decided that a faculty committee should be formed to develop a student social media policy immediately. Dr. Evans requested Mr. James chair this committee, with the main goal of developing a social media policy for students as soon as possible.

Mr. James asked Jenny to come to his office to discuss what the college was going to require her to do as a result of her inappropriate tweets. "Jenny, I met with Dr. Evans about your tweets. He is requiring you to complete a class on diversity through the college's Office of Equity and Diversity in order to continue in this program."

Jenny retorted angrily, "You have got to be joking. Required! I still think I have some rights here! You can't make me take this class."

"Jenny, you're upset right now. Why don't you take a couple of days to think about this and we can talk again," replied Mr. Evans.

Jenny stormed out of Mr. Evan's office, pulled out her phone, and started tweeting:

"Ridiculous! Punished by CEC-just speaking my mind!!"

"required diversity course?????"

"my rights- totally violated!!!"

Jenny's best friend Apryl tweeted back "What???" Jenny texted Apryl with all the details. Apryl wrote an editorial about the abuse of student rights that was published by the school newspaper.

The William S. Forrest Foundation, an ultra-conservative think tank, picked up on the campus controversy. They fully supported Jenny and her right to free speech in *Forrest Foundation News*, a daily online newsletter with more than 3 million subscribers. Social media and individual rights was now a "hot topic."

In the meantime, Mr. James met with Soraya Alexander, a representative from the college's Office of Equity and Diversity, to discuss this issue and the selection of a diversity class for Jenny. "Wow," said Ms. Alexander, "it seems like Jenny has found some support."

"Yep," replied Mr. James.

Then, Ms. Alexander asked a question that surprised Mr. James: "Why do you think Jenny felt that it was okay to tweet these very derogatory remarks in the first place?"

"I guess she's just young and pretty immature," said Mr. James.

Ms. Alexander said,

Maybe... But let me ask you something. If someone off the street came to visit this campus what do you think they would say about how tolerant of diversity you are? I mean in terms of the diversity ethos of the school. Not the number of different cultures or races on the faculty or staff.

"I'm not really sure," said Mr. Harris. Ms. Alexander continued,

I think it is very important that you and the rest of the faculty and staff ask yourself that question because having the faculty, staff, and student body reflect on this instead of placing one student in the spotlight may be a better way of addressing this issue.

"That makes sense," said Mr. Harris. "Could you help us with this?"

"Yes, absolutely," responded Ms. Alexander.

Mr. Harris and Ms. Alexander put a plan together to present to Dr. Evans and the student social media policy committee. At the first committee meeting, Mr. James asked that the committee begin first by thinking about the following questions:

- Why did Jenny feel that it was okay to tweet what she did?
- Was the message that this was not acceptable behavior clear to the student body?
- Should Jenny be singled out or should the school community look at making changes in our diversity ethos that show our students that we support diversity and inclusion at all levels?
- Was the requirement that Jenny take a diversity course an appropriate decision?
- What policies, discussions, and education should come out of this experience for both faculty and students?

Teaching Notes

The following teaching notes explore aspects of the handling of social media in an educational setting that values diversity and inclusion.

Legal Framework and Institutional Policy Issues

Student interactions on social media have become a major concern for educational institutions, creating predicaments for students, educators, policy makers, and administrators. Given the complexity of such interactions, several considerations arise regarding individual rights, including both freedom of speech and maintaining non-discriminatory educational environments. Educators and students utilize social media sites as methods of communication, simultaneously engaging in both personal and academic pursuits online. Institutions of higher education have begun recognizing the need to create policies that place limited restrictions on the use of social media while attempting to respect freedom of speech. For

instance, <u>Berkeley College (2012)</u> in New York City, New York, addresses social media usage with the following:

It is important to recognize, however, that the use of social media at or concerning Berkeley College is governed by the same laws, policies, and rules of conduct and etiquette that apply to all other activities at or concerning Berkeley College. Even activities of a private nature conducted away from the College can subject you to disciplinary action if they reflect poorly on the College or interfere with the conduct of College business. Remember that laws and Berkeley policies governing inappropriate conduct such as sexual (or other) harassment, bullying, discrimination, defamation, infringement of copyright and trademark rights, and unauthorized disclosure of student records and other confidential and private information apply to communications by Berkeley students, faculty and staff through social media.

The popularity of social media usage coupled with issues surrounding free expression, privacy, and ethical considerations raise a number of ethical dilemmas for administrators and counselors not only in higher education but also in elementary and secondary education. Student activities in social media that are intended as private can spill over into institutional settings, presenting awkward situations for administrators. Social media communication, when inconsistent with professional or academic values, presents a quandary for administrators as well as faculty and counselors in educational settings.

In the fall of 2011, the American Council on Education described the decision of the Minnesota Court of Appeals, 8th District, addressing a case wherein a student social media posting created a questionable situation at a public higher education institution (*Tatro v. Univ. of Minnesota*, 2012). In the case, a female student posted objectionable comments regarding her professor and inappropriate behavior toward a cadaver on the social media site, Facebook. After a series of deliberations played out at the institutional level and in the court system, the ultimate outcome favored the university, as the university's disciplinary action did not violate the student's free speech rights according to the court findings. In a previous court case, *Morse v. Frederick* (551 U.S. 393, 2007), the court decision initially favored a school principal's decision to prohibit a student's statement on a banner, only later to be overturned by the court of appeals in favor of the student's First Amendment rights. Currently, the outcome of the *Tinker v. Des Moines* (393 U.S. 503, 1969) case, in which the court supported the First Amendment rights of the students, is often used by courts as a governing precedent, although a succession of more conservative courts has consistently weakened students' free speech rights in favor of actions taken by administrators.

The First Amendment of the U.S. Constitution addresses freedom of speech. In the past decade, the extensive use of social media has led college policy makers into complex arenas regarding student rights. In a recent publication, the California Advisory Committee (2012) reported to the U.S. Commission on Civil Rights specific recommendations addressing the "competing obligations" of public colleges and universities when considering disciplining students for speech while ensuring that anti-discrimination policies are enforced (p. 4). In the findings section of the report, Ada Meloy, General Counsel, explained, "Freedom of speech is not absolute in all circumstances and all forums," noting that some speech is offensive (p. 13). In the late 1980s and early 1990s, higher education institutions began to address the issue of hate speech on college campuses. In response to the disagreement between groups who supported free speech and those who sought to protect individuals and groups from offensive or threatening speech based on gender, race, ethnicity, or other traits, higher education institutions created speech codes. Hemmer (1995) described the conflict between the egalitarians and libertarians

on college campuses as sparking a "nationwide debate" during the early 1990s (p. 307). Over two decades later, these competing priorities must be considered by institutions of higher education striving to balance free speech on campuses with a provision of a non-discriminatory educational environment.

There are many challenging issues college and university campuses are facing in creating social media policies that allow for free speech while ensuring that students are allowed an education within a non-discriminatory atmosphere. The need and interest for creating social media policies within college and university campuses has evolved from the growing popularity of students and their use of social media. For instance, Ohio State University's College of Medicine (2013) addresses social media usage with the following statements:

Students and Faculty of the College of Medicine: Should take steps to insure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control. Should include a disclaimer with postings that clearly states that the expressed opinions belong to the writer alone and do not necessarily reflect the views of the College of Medicine. May not write about patients in a manner that could in any way convey the patient's identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, and specific locations within the medical center may be easily identifiable even in the absence of names and medical record numbers. May not write defamatory comments about faculty, staff, students, and health professionals within the medical center. May not post someone else's work (including from Internet sites) without attribution. May not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior.

Lists of examples of possible infractions are included in the social media policy as well. Possible infractions include but are not limited to: any inappropriate away messages or profiles on instant messenger services, any inappropriate postings on social networking sites, blogs, or public websites, and any inappropriate postings of pictures.

According to EDUCAUSE (2014), a nonprofit organization concerned with information technology and higher education, no best practices exist currently to help guide college and university campuses in developing policies for students. Creating effective and rational social media policies that embrace and value inclusivity and diversity will help provide the campus community guidance and set the tone for behaviors that are expected online.

Student Discipline Issues

Universities have faced a major challenge with making a decision on how to discipline students for misuse that occurs through various forms of social media. While the activities occur online, which is technically outside of the university environment, they may have consequences that affect either the university or individuals affiliated with the university. Universities have established ways to handle inappropriate speech or behaviors that occur within the campus environment; however, now it is important for them to establish both guidelines for use and methods for handling misuse of social media that reaches an audience beyond the campus environment.

There have been several cases centered around a student's right to free speech on a school's campus, stemming back to the *Tinker* case, in which students wore black armbands to school to protest the U.S. involvement in the Vietnam War and to mourn the loss of individuals on both war lines. When school

officials became aware of students wearing the armbands, they decided to enforce a no-armband code. Students did not comply with this code, so the school suspended them for non-compliance. The students sued the school, which led to this situation being presented to the U.S. District Court. The court ruled that the school was "reasonable" in their decision because it ultimately prevented a disturbance that would result from wearing the armbands. The landmark student speech decision indicated that a school may discipline a student for speech if the institution can show that the speech does or will "materially and substantially disrupt the work and discipline of the school" (Kozlowski, 2011, p. 352). Essentially, the institution is given the responsibility of proving that the speech did or has the potential to materially and substantially disrupt school activities.

The Court of Appeal decision in the case of *Pridgen v. Univ. of Calgary* (ABQB 644, 2010) was much different from the *Tinker* case. In this situation, two brothers (Steven and Keith Pridgen) posted one comment each about one of their professors on a public Facebook wall created by another student. The instructor complained to the Interim Dean of the Faculty of Communication and Culture about the comments posted by students on Facebook. In response, the University of Calgary treated the complaint as an assertion of academic misconduct. The University has a Student Misconduct Policy, which includes a section on "Disciplinary Action for Non-Academic Misconduct." If a student is accused of non-academic misconduct, he or she must meet with a school official, in this case the dean, before a decision is made in response to the claim. Whenever the misconduct does not require suspension, the dean may place the student on probation for a given period of time, with conditions as seen necessary. Thus, in this case, the dean met with all 10 of the students who were members of the Facebook group, many of whom did not post comments on the wall. Subsequently, Keith Pridgen was placed on probation for 24 months for non-academic misconduct. Steven Pridgen was also found guilty of non-academic misconduct and required to submit a letter of apology to the instructor and to refrain from posting or distributing defamatory material.

The brothers filed for an appeal with the University's Review Committee, which reduced their probation period to 6 months and 4 months, respectively. The Pridgens were not satisfied with the outcome of the appeal, thus they submitted an application for judicial review in the Court of Queen's Bench. The Court concluded that the University's decision was not reasonable, because it did not provide insight into how or why the students' postings were considered non-academic misconduct. The committee did not indicate if it was the site, the comments, or the fact that students were posting on the site that classified the behavior as non-academic misconduct. In addition, the judges had a problem with the fact that the review committee did not discuss whether or not the Pridgens' comments caused injury to the professor, which is an aspect of their policy for misconduct.

The *Pridgen* case is significant because it provides a good framework for universities to follow when they want to discipline students for using social media to talk about their instructors or peers. In this case, one can look at why the court ruled in favor of the students to determine how they should respond to students who may carry out similar activities. In the Pridgens' situation, the university did not have enough evidence to support their claim of the Facebook activity causing injury to the professor. In addition, the review committee did not have a convincing explanation of how or why the students' comments were considered misconduct.

School Culture Issues

In addition to members of an educational setting having rights by law or policy, educators and other professionals value diversity, inclusivity, and cultural competence. The Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes include intercultural knowledge and competence (AAC&U, 2014). Professions involved in human services, health care, and education take a position that values diversity. The American School Counselor Association (ASCA) has a position paper titled *Ethical Standards for School Counselors* that addresses the professional responsibility of school counselors to not only embrace diversity but also actively advocate for groups that have historically been under- or poorly served by the educational system (ASCA, 2014). In light of this perspective on diversity, it is not surprising that Mr. James and Dr. Evans did not understand how Jenny could think that her Twitter comments were acceptable. However, was the CEC creating an environment that sent a clear message about diversity?

There are several theorists who have developed models for effective multicultural education, which address how to create an educational environment that is inclusive and teaches students to engage in diversity. James Banks' five dimensions of multicultural education is such a model and have been effectively applied to K-12 education and higher education environments. Being ready to embrace a diversity ethos in an educational setting and using a model such as Banks's as guidance are first steps on a road to improvement. Application of these ideas in the practice setting is the next step. The literature provides examples and inspiration for educators wishing to engage their students in diversity in the classroom.

http://journals.sagepub.com/doi/10.1177/1555458914568118

CASE 3, Background and Outcomes

A community college teacher who attracted national attention for describing the election of Donald Trump as "an act of terrorism" said her comments were meant to comfort her students, not ignite political controversy.

Olga Perez Stable Cox defended her statements – secretly videotaped by a student in clips that went viral online and made national news last month.

"I didn't say anything wrong or do anything wrong. I didn't say anything that thousands of Americans weren't feeling or saying," Cox, 66, said in a recent interview at her home. "I don't regret it."

To those who demand the Orange Coast College instructor apologize for making statements such as "We have been assaulted," Cox said no apology would be forthcoming. She also denied telling students to stand up if they voted for Trump.

Instead, Cox repeatedly labeled the secret filming, and what has happened since the video clips ricocheted across television screens and online forums, as an attack on her.

She said the videotaping was premeditated and part of a national campaign to intimidate liberal professors. Her name, which became fodder for conservative talk hosts such as Bill O'Reilly and Tucker Carlson, now appears on a "Professor Watchlist," a project of a conservative group called Turning Point USA to expose college professors who discriminate against conservative students.

"My privacy has been demolished. And that's awful. I'm a very private person. And it's very scary," said Cox, sitting in her living room along with her longtime partner, who asked not to be identified.

The two women left town for about a week last month because, they said, they feared for Cox's safety following angry emails and threats, including one that displayed her home address. Her last week of classes was canceled. The couple disconnected their home phone. They are considering a safety alarm system.

The Costa Mesa Police Department said it is investigating threats against Cox. Last week, police and a Hazmat unit arrived at the Costa Mesa campus to investigate a letter that contained a suspicious powder. It wasn't dangerous, authorities determined.

"We were terrorized," said Cox. "We were afraid people were going to follow us ... that they were going to follow on their suggestions, that I should be shot in the face and things like that."

College officials said they are investigating the matter and looking into whether Cox's comments were appropriate in the context of her class.

But in a Dec. 12 joint statement with faculty and union representatives, OCC President Dennis Harkins said the administration supports instructors' rights to "respectfully respond to student questions and to express views that may challenge student opinions, world view, or ideology." The administration and faculty, they said, do not condone violations of an instructor's syllabus, district code of conduct and California Education Code that prohibit recording in class without prior consent.

College officials are investigating whether the student who videotaped Cox violated school code and other laws.

On Thursday, three leaders from the campus College Republicans learned that the college has expanded its investigation and is looking into whether they, too, possibly violated the school's student code of conduct by posting the anonymously taped video on their Facebook page Dec. 6.

The 18-year-old leader of the College Republicans said they have been targeted because of their political ideology.

"It's frightening they are using Gestapo-like tactics on our students," said Joshua Recalde-Martinez, the club's president.

The controversy began when Cox opened her three human sexuality classes on Nov. 15 and 16 by talking about the election. The videos that went viral were taken during the evening class on Nov. 15.

The first clip opens with her referring to someone as a "white supremacist." Students said she was referring to Trump. She said she doesn't remember.

Why bring up the election in a human sexuality class?

"It was just a few moments to acknowledge an experience most of us were having," Cox said.

Cox said it was relevant because many students had earlier approached her and expressed fears of what a Trump presidency would mean to gays, Latinos and other minorities – a fear she said she shares "as a woman, as a Latina, as a lesbian, as a refugee."

She said her goal was to assure the students, many of them minorities, that they were safe on campus and to provide them with coping tools and resources should they face discrimination following the election of a president who has called for a registry of Muslims and the deportation of undocumented immigrants.

When asked whether she provides a "safe space" for conservative students who disagree with her, she said: "My class is a safe space for everybody. And any student that wants to can raise their hand and share their opinion."

Asked several times whether she could understand why her choice of words could make conservative students feel uncomfortable or insulted, Cox said she could not control how others interpreted her statements.

What did she mean then when she called the election "an act of terrorism"? Are people who voted for Trump terrorists?

"I was talking about feelings people had feeling betrayed. I didn't attack anyone."

"I never said anyone was a terrorist. ... A lot of us were in pain and were afraid because of all the things that had been said throughout the campaign and all the ways women and minority groups had been disrespected and made fun of."

"My goal was to help create a safe space for (students) ... to reassure them and help them deal with the fears and feelings they were having."

Cox insisted that the student who taped her was on a "gotcha" mission commissioned by the school's College Republicans to target liberal teachers on campus.

"It's part of a national campaign to, I guess, destroy liberal education," she said. "By attacking me, they're hoping to intimidate and scare others to not open their mouths. This is an attack on freedom of speech."

Leaders from the school's College Republicans and their attorney, Shawn Steel, called Cox's claims ludicrous.

Recalde-Martinez acknowledged working for a couple of months early last year as a field representative for Turning Point USA, the organization that placed Cox's name on its professor watch list, but he denied having a role in seeing Cox's name added to the list.

Members of the College Republicans were advised to document if anyone felt attacked on campus, he said.

"I never said go out and record your professors," he said, noting that no one from the club gave Cox "a script" to read. "That was her rant."

Recalde-Martinez said he and his group posted the video clips online after first approaching Orange Coast College administrators with their concerns and not hearing back from them.

Recalde-Martinez said he has received threatening hate mail, too. And so has Steel, who has called for Cox's firing.

Cox's rhetoric, Steel said, amounted to bullying.

Cox asked students to stand up and "show the rest of the class who to watch out for and protect yourself from," according to Tanner Webb of Huntington Beach, one of two students not affiliated with the College Republicans who stepped forward last month to say Cox asked Trump supporters to identify themselves.

"I think Mrs. Cox is a good teacher when teaching the curriculum and I have enjoyed her class," said Webb, who described himself as apolitical. Webb was in a different class than the one that was videotaped, but in his session, Cox "continually bashed on Trump supporters, belittling them and making it seem like every person who voted for Trump was an LGBT community hating white supremacist."

Cox denies it.

"I never did that."

"What I said was, for those of you who are happy that your candidate won, celebrate. Stand up, cheer. Whatever. It was generic. It wasn't stand up now. It wasn't that at all. That didn't happen."

http://www.ocregister.com/2017/01/16/occ-instructor-no-regrets-calling-trumps-election-an-act-of-terrorism/

See also follow up coverage: "Professor who made anti-Trump comments will accept OCC Faculty of the Year award" http://www.latimes.com/socal/daily-pilot/news/tn-dpt-me-0325-occ-award-20170324-story.html



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UW System free speech policy aims to give voice to all political views

By Zach Dwyer Falcon News Service February 21, 2018



The current executive board of the College Democrats are president Jordan Kitchen, left, treasurer Kayla Arnoldi, director of media Derek Bowe and secretary Joann Ukpokolo. Photo courtesy of Jordan Kitchen.

Emily Longsdorf, a senior English major, said she feels free expressing her opinion on campus for the most part, but she has had problems with some professors in her classes.

"They teach with bias when it's not necessary," Longsdorf said. "Sometimes I keep my opinion to myself, because it's usually met with rebuttal from my professor or classmates."

Longsdorf said that the conservative perspective isn't as accepted in her experience in the liberal arts department. She said her professors openly rebuke conservatives and the Trump administration, even when it doesn't relate to class. She has been a member of the College Republicans since last year and has written a paper on liberal bias on college campuses.

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There have also been physical examples, including last year when students around campus wrote in chalk supporting Trump's election. People erased the writing and instead wrote "peace and love," which Longsdorf took as them saying Trump was some sort of dictator.

"It's allowing freedom of speech, but most people don't want to hear about Trump or conservative issues," she said.

This problem has become more violent and serious in other parts of the country, which led the UW System to implement a policy in October that penalizes violent protests on campuses and aims to allow for diverse viewpoints to be heard.

The protests against conservative speaker Milo Yiannopoulos at UC-Berkeley in February 2017 are one example. He had to cancel his appearance when protesters turned violent and wreaked havoc on the campus. Yiannopoulos has proved to be a controversial figure, but he did nothing wrong by simply appearing for a speaking engagement. Longsdorf said that the campus used to be at the forefront of free speech in the 1960s, but the current generation has changed the narrative to, "if you don't follow our agenda, it's wrong."

Similar instances also occurred in the UW System, where it was reported that instances of conservative speakers being harassed or unable to give speeches became a problem across campuses nationwide last year. Ben Shapiro was a conservative commentator who had demonstrators interrupt his talk and form a line in front of him in 2016.

The protesters left minutes later, but this is one situation where the protests didn't turn violent. With issues at Madison also rising, the UW System decided it was time to put a new policy in place.

The Board of Regents decided in October to create a policy to punish students on UW campuses who repeatedly disrupt campus speakers with opposing views. The policy requires a student twice found responsible for disrupting freedom of expression to be suspended and a student who disrupts three times to be expelled.

"Our obligation as a System is to ensure that different voices are heard and that civility prevails," UW System President Ray Cross said in a statement.

- 7. UWRF has mixed reactions to the UW System policy on free speech
- 8. Small town sports foster sense of community
- 9. Student dies unexpectedly
- 10. UWRF's camp in northern woods, victim of economic downturn, put up for sale

Longsdorf said that she supports what the policy is trying to accomplish.

"I think if people want to protest, go for it," she said. "I don't think (protesting) is always necessary, but it should always be peaceful and respectful."

This predominantly conservative problem may be viewed by some as one party pushing their views or restricting free speech. However, John Heppen, adviser for College Democrats and a Faculty Senate member at UWRF, disagrees with this general response. He said that he doesn't really see it as restrictive, but instead maintains previous rights and aims to be fair to both sides.

He said that the policy is fine and is more explicit in allowing different viewpoints to be heard. Heppen added that there hasn't really been much talk or worry about the policy affecting UWRF.

"I would say it hasn't had much of an impact at all," Heppen said. "This campus has always been open to diverse viewpoints."

Heppen said that the political science department did a good job of putting on a discussion with both political viewpoints last fall before the election.

He added that he hasn't personally encountered any discussion on the policy between his own students and his peers at other UW institutions since it was passed. The Faculty Senate at UWRF made a commitment to upholding free speech at the beginning of the 2017-2018 academic year.

Faculty Senate chair Mialisa Moline said in a statement that, "While we must, to the best of our ability, not limit the free speech rights and the academic freedom rights of students, we must also sometimes regulate them so that they do not interfere with the rights of other students to learn."

UWRF specifically prohibits harassment and violent or abusive behavior in what should be peaceful acts of free speech. This is the key behind the policy decision to subdue protesters at the system level. However, this can become difficult to specifically monitor or enforce, according to sophomore Jordan Kitchen.

"It's easy to get complacent, because it seems like nothing has changed," Kitchen said. "However, sometimes something small like that can lead to more rights being taken away ... it's always

dangerous to start to enact legislation against people's ability to have free speech."

Kitchen agrees with the policy, but urged students to stay informed and aware of the topic. She is also the president of the College Democrats at UWRF and would like to see peaceful protests become more common on this campus.

"Protests allow you to meet people who are passionate about an issue and believe the same things," Kitchen said. "Peaceful protests are such a great atmosphere for people to see that there are people who will stand up and fight against what's going on."

This ties into protests against Trump after he was elected president. Kitchen said that it was important for other countries to know that not everyone was a big Trump supporter and that not everyone believes a certain way. She added that everything ties into free speech and the fact that you can freely speak your own views and opinions.

While there was a large reaction to the news of the policy when it came out, it hasn't seemed to become a burning issue at UWRF. However, the fact that most students don't seem to be aware of the policy may be signs of a lack of politically informed citizens, according to Longsdorf.

"This generation needs to get out there and educate people," she said. "Whether you're a Democrat or a Republican, you should be telling people the honest truth about your nominees.

Educating people and getting people to vote is very important."

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UWRF's student literary and arts publication, distributed during spring semester.

FALCON DAILY

Monday, Nov. 27, 2017

"We know what we are, but know not what we may be." --William Shakespeare

Leadership meeting discussions held Tuesday



University leadership members discuss case studies related to freedom of expression in small groups during a meeting held Tuesday. The group, consisting of Chancellor's Cabinet members, shared governance and committee chairs also were briefed on campus climate survey follow up action items, future funding for the scholarship guarantee program and university budget updates. Photo by Kathy M Helgeson.

Announcements

Phishing campaign

Phishing is when a criminal uses email to try to trick you into sharing security, personal or financial information with them through a reply email or through a fraudulent website link in the email. UW-System will be conducting a phishing awareness campaign by sending out several fake phish emails to all faculty, staff and student employees Dec. 4-8. You should delete these emails! However, if you do "fall for the phish," you will be directed to an educational website that explains how you may have spotted the email. To familiarize yourself with phishing, visit go.uwrf.edu/phish for more details. In general, if you are not sure, delete it! Do not click the link.

Chancellor's newest blog entry

Chancellor Van Galen shares "The Impact of Healthy Choices" in his latest blog entry at https://www.uwrf.edu/News/ChancellorsBlog/ChancellorsBlogTheImpactofHealthyChoices.cfm.

Loan forgiveness program

The Public Service Loan Forgiveness program forgives the remaining balance on qualified federal loans after borrowers have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer, such as the University of Wisconsin System. Further information can be found at the Department of Education website at https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service. For more information, email [log in to unmask].

Statewide Employees Combined Campaign runs through Nov. 30

SECC raises money to support a wide range of charities doing important work like protecting our natural resources. providing health services and research, defending civil and human rights, and preventing violence. To make your pledge, visit www.seccstatewide.wi.gov. The choice is yours. You decide how you want to give - choose payroll contribution, cash or check; where your dollars go - designate your gift to specific charities and only the charities you choose will receive your money. Pick from more than 300 state, national and international charities. Check out a list of common questions and concerns. Learn more about the impact of your gift. For additional information, call 608-256-1066, ext 205.

Upcoming Events

Men's basketball vs. Carthage College, Tuesday, Nov. 28, 7 p.m., Page Arena at Falcon Center.

Holiday Bake and Book Sale, Wednesday, Nov. 29, 10 a.m.-1:30 p.m., lobby, KFA. The Student Geography Organization is selling cookies, brownies and peppermint bark along with used books and CDs. Treats are \$1. Books and CDs are 50 cents.

Contemporary Political Issues Roundtable Series: "The Wild Ride of the Trump Presidency: A Travel Guide," Wednesday, Nov. 29, noon-1 p.m., Kinnickinnic Theater, UC. A roundtable discussion with guest speaker Steven E. Schier, a Dorothy H. and Edward C. Congdon professor of political science at Carleton College. He is the author or editor of 21 books, including the prize-winning "Panorama of a Presidency: How George W. Bush Acquired and Spent His Political Capital" (M.E. Sharpe 2008). His most recent book, with Todd E. Eberly, is "The Trump Presidency: Outsider in the Oval Office" (Rowman & Littlefield 2017). He has published several scholarly articles and review essays, and is the lead author of "Presidential Elections" with David Hopkins, Nelson Polsby and Aaron Wildavsky, now in its 14th edition from Rowman & Littlefield. Free and open to all.

Art Scholarship Sale, Nov. 30-Dec. 13, 3-8 p.m., Gallery 101, KFA. Choose from a selection of studio arts including glass, ceramics, painting, fibers, printmaking, photography and mixed media. An investment in quality artwork for you or as a gift provides valuable contributions toward the continued education of art students at UWRF. For more information, call the Art Department at 3266.

Don't Forget

<u>Monday, Nov. 27</u>

SIE event: UWRF Heating Plant, 12:15-1:15 p.m., 201 Rodli Hall. Open to those who pre-registered.

Education News

"No Consistent Sanctions for Silencing," Inside Higher Ed, Nov. 22.

"Strategies For Opportunity, Economic Mobility For Young People In Great Lakes Region," WPR, Nov. 22.

"UW students reach out to President Cross regarding campus merger," WEAU-TV, Nov. 20.

"Susie Isaken: Do pilots before complete UW System merger," Op-ed, Capital Times, Nov. 21.

"The Republican War on College," The Atlantic, Nov. 20.

"Tax bill reflects rift between many Republicans and higher education," Washington Post, Nov. 20.

"Growing Less Equal," Inside Higher Ed, Nov. 21.

Reminder: If you cannot access the above articles from the links provided, please try Davee Library or copy the article title into Google and search for the article.

Falcon Daily is an employee e-newsletter sent to all UW-River Falls employees and subscribers Monday-Thursday mornings during the academic year and Tuesday and Thursday mornings during summer and J-Term. Please submit items by 4 p.m. the day prior to suggested inclusion date to falcondaily-submit@[log in to unmask].

Submit an item to Falcon Daily | Subscribe to Falcon Daily | Falcon Daily Archives | Feedback on Falcon Daily | Mission, Vision and Values | Strategic Planning website | Academic Affairs Notices website

FALCON DAILY

Tuesday, Oct. 10, 2017

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning." -- Benjamin Franklin

UWRF celebrates our newly tenured and/or promoted faculty



Chancellor Dean Van Galen recently inaugurated a new fall tradition, a luncheon honoring the UW-River Falls faculty who had recently been granted tenure and/or had promotion approved by the UW Board of Regents. Each faculty member received a keepsake photo book on the history of UW-River Falls. From left to right: Sharyl Samargia, communications sciences and disorders; (Interim Provost Faye Perkins); Kaylee Spencer, art; Surujhdeo Seunarine, physics; Erick Hofacker, mathematics; David Bonko, marketing communications; Joseph Rein, English; (Chancellor Van Galen); Grace Coggio, communication and media studies; Wei Zheng, management & marketing; Sierra Howry, agricultural economics; Todd Savage, counseling & school psychology; and, Tamara Kincaid, social work. Not pictured: Joseph Gathman, biology; Sylvia Kehoe, animal & food science; Eoin Breadon, art. Staff photo by Kathy M Helgeson.

Announcements

Annual Benefits Enrollment period ends Oct. 27

Reminder: The Annual Benefits Enrollment (ABE) period ends Oct. 27. It is the only annual opportunity UWRF employees have to enroll in or make changes to most of your benefits unless you have an eligible life event (family status or employment change) during the year. Changes made during ABE are effective Jan. 1, 2018. For more information, visit the 2018 Annual Benefits Enrollment website or email [log in to unmask].

Confidential shredding deadline

Reminder: Facilities Management will have a mobile shredder on campus the week of Oct. 22. Material to be shredded must have met the legal retention period. Submit a work order by Oct. 20 listing the number of boxes to be shredded and the location where to pick them up. Boxes must be clearly marked "SHRED." For more information, visithttp://www.uwrf.edu/Sustainability/CampusInitiatives/Confidential-Shredding.cfm, email [log in to unmask] or call 4333.

Faculty Senate Executive Committee Meeting

The Faculty Senate Executive Committee Meeting will meet Wednesday, Oct. 11, from 3:30 p.m. in 305 KFA. For details or an agenda,

visit https://www.uwrf.edu/FacultySenate/Committees/StandingCommittees/ExecutiveCommittee.cfm or email [log in to unmask]">[log in to unmask].

Upcoming Events

Annual Fall Plant Sale, Wednesday-Friday, Oct. 11-13, 9 a.m.-3 p.m. On Wednesday the sale will be held in Ag Science, Thursday in the UC and Friday outside the UC for Chartwell's Flea Market Day. We have a great selection of plants including succulents, cacti, terrarium plants and many other foliage plants. Check out our selection! Hosted by the UWRF Horticulture Society.

Fellowship of Christian Faculty and Staff meets Newman Club, Wednesday, Oct. 11, noon-12:50 p.m., Journey House. Please join FCFS across the street from Hagestad Hall to learn about UWRF's Christian student organizations throughout this semester. This week a leader from Newman Club will be joining us. For more information, email [log in to unmask] or [log in to unmask].

Symphony and University Band Concert, Thursday, Oct. 12, 7:30 p.m., Abbott Concert Hall, KFA. Featuring "Steampunk Suite" by Erika Svanoe, "Variations on a Korean Folk Song" by John Barnes Chance and more. Tickets are \$8/adults, \$5/seniors and students. Open to all.

Don't Forget

Tuesday, Oct. 10

Academic Staff Council Meeting, 10-11 a.m., 139 Hagestad Hall. If you have questions, email [log in to unmask].

Korean pottery created by artist Dukchun Lee Byoung Kwon is on display in the Harriet Barry Gallery, Davee Library. Free exhibit and open to all during library hours.

Education News

"Is there free speech on college campuses?" MPR News, Oct. 10.

"Regents approve punishments up to expulsion for UW students who repeatedly disrupt speakers," Milwaukee Journal Sentinel, Oct. 6.

"University of Wisconsin students could be expelled for disrupting campus speeches under new policy," Madison.com, Oct.

"UW Board of Regents passes controversial "Freedom of Expression" rule," WKOW, Oct. 6.

"<u>Enrollment falls at several UW System campuses this fall as state's demographics shift,</u>" Milwaukee Journal Sentinel, Oct.

"Bitter budget debate casts shadow over remaining legislative session," Wisconsin State Journal, Oct. 7.

"Betsy DeVos' First Semester: A Status Report," National Public Radio, Oct. 8.

"Editorial: Defying Betsy DeVos," Wall Street Journal, Oct. 8.

Falcon Daily is an employee e-newsletter sent to all UW-River Falls employees and subscribers Monday-Thursday mornings during the academic year and Tuesday and Thursday mornings during summer and J-Term. Please submit items by 4 p.m. the day prior to suggested inclusion date to falcondaily-submit@[log in to unmask].

Submit an item to Falcon Daily | Subscribe to Falcon Daily | Falcon Daily Archives | Feedback on Falcon Daily | Mission, Vision and Values | Strategic Planning website | Academic Affairs Notices website

Beth Schommer

From:

Dean Van Galen

Sent:

Friday, October 27, 2017 9:17 AM

To:

Abby Wendt; Alan Symicek; Alice Reilly-Myklebust; Beth Schommer; Brad Gee; Brenda Boetel; Brenda Irvin; Cara Rubis; Charles Corcoran; Charles Rader; Chris Mueller; Crystal Lanning; Cyndi Kernahan; Dale Braun; Dale Gallenberg; Dan Paulus; Daniel McGinty; Daniel Rivera; Danielle Campeau; David Bonko; Dawn Hukai; Dean Olson; Diane Bennett; Donavon Taylor; Earl Blodgett; Elizabeth Frueh; Faye Perkins; Florence Monsour; Gary Onan; Gregg Heinselman; Hossein Najafi; James Graham; James Madsen; James Williams; Jason Winget; Jeff Papas; Jeffrey Todd; Jody Nichols; John Murphy; Jorge Bonilla; Joseph Kmiech; Joseph Shakal; Joy Benson; Justin Luther; Karen Smolarek; Karl Fleury; Karl Peterson; Karla Thoennes; Kathleen Hunzer; Kathy Tomlinson; Kathy Young; Katrina Larsen; Kelly Browning; Kimberly Gould-Speckman; Kristin Tjornehoj; Leanne Van Allen; Lissa Schneider-Rebozo; Logan Kelly; Mark Gillen; Mark Meydam; Marshall Toman; Martin Olaque; Maureen Olle-LaJoie; Melanie Ayres; Melissa Wilson; Mialisa Moline; Michael Bilden; Michael Fronmueller; Michael Harris; Michelle Drost; Minda Matthys; Neil Kraus; Ogden Rogers; Ozcan Kilic; Paul Shirilla; Peter Reese; Randal Zimmermann; Rhonda Petree; Rich Wallace; Robert Bode; Robin Murray; Ryan Bench; Sandy Ellis; Sarah Egerstrom; Sharyl Samargia; Stacy Furness; Stacy Karl; Stacy Vollmers; Steven Kelm; Steven Stocker; Tadd Heichel; Thomas Pedersen; Tim Buttles; Travis Tubre; Tricia Davis; Wesley Chapin; William Folk; Zhiquo Yang

Subject:

Leadership Assembly - Oct 31 - 2-3:00

Categories:

FOR FUTURE REFERENCE

Dear Members of Leadership Assembly,

I hope you have been enjoying a productive and positive fall semester. Please find below the agenda for our meeting on Tuesday, October 31, 2-3:00 p.m. in the St. Croix Room of the University Center.

- Chancellor's Updates (Dean Van Galen)
 - UW System news: Board of Regents policies (freedom of expression, administrative hiring); UW colleges and extension restructuring
 - Annual Budget/Budget Review and Recommendation Committee Process and Outcomes
 - UW VETS certification
- Diversity and Inclusivity Efforts Update (Dean Van Galen)
 - Campus Climate Survey Report and Follow-up Actions
- Focus on Pathway to Distinction Goal 2: Global Engagement (Katrina Larsen)
 - International Students and Education Abroad: Successes, Trends and Updates

I look forward to seeing you at the meeting!

Sincerely,

Dean

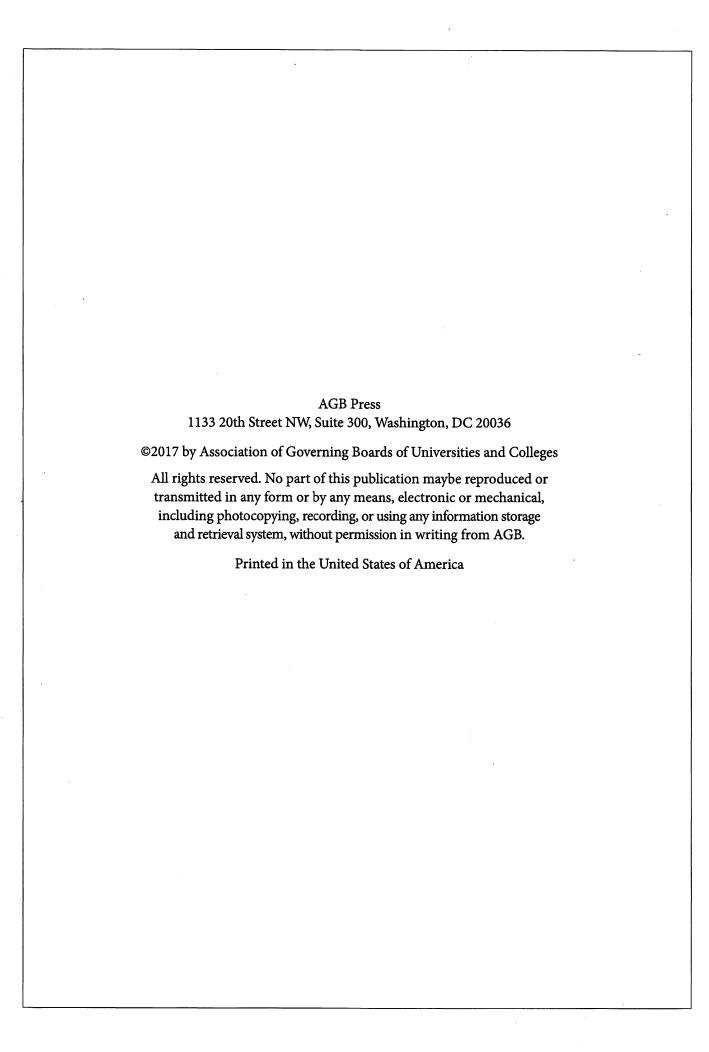
Dean Van Galen, Ph.D. Chancellor University of Wisconsin - River Falls 715.425.3201 www.uwrf.edu



Freedom of Speech on Campus

GUIDELINES FOR GOVERNING BOARDS
AND INSTITUTIONAL LEADERS





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ACKNOWLEDGMENTS

The guidelines presented in this publication were informed by the input and advice of those listed below. The Association of Governing Boards of Universities and Colleges (AGB) gratefully acknowledges their contributions and thanks Jonathan Alger, president of James Madison University, for facilitating a conversation among many of them. The views and opinions expressed in this publication are attributable solely to AGB.

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Student, College of William & Mary

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Mary Schmidt Campbell President, Spelman College

Raymond E. Crossman President, Adler University

Teri Lyn Hinds Director of Policy Research and Advocacy, National Association of Student Personnel Administrators

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Jeffrey B. Trammell Former Rector, College of William & Mary; Former Member, AGB Board of Directors

Lee Tyner General Counsel, University of Mississippi

George W. Waldner
President Emeritus, York College

A NOTE ON TERMINOLOGY

Freedom of Speech

The terms freedom of speech and freedom of expression are often used synonymously. The term freedom of speech refers to the individual right, guaranteed by the First Amendment of the US Constitution, to articulate ideas and opinions without fear of government retaliation, censorship, or other sanction. As defined in Article 19 of the Universal Declaration of Human Rights, the closely related term freedom of expression refers to "the right to hold opinions without interference" and includes "freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media." The exercise of the right to both freedom of speech and freedom of expression carries responsibilities and may be subject to restrictions. As it is used in this publication, freedom of speech is understood to be inclusive of freedom of expression.

President

Titles vary across institutions. In this publication, the term *president* is used generically to refer to the chief executive officer of a college, university, or higher education system.

EXECUTIVE SUMMARY

In July 2017, the Association of Governing Boards of Universities and Colleges (AGB) convened a group of presidents, board members, campus general counsel, student affairs officers, scholars, and representatives of faculty and students to discuss freedom of speech on campus, an issue that has captured the interest of the nation and has attracted high-profile media attention. The discussion led to the development by AGB of a set of guidelines. Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders explains the context of the issue and explores related tensions, identifies key points of consensus about the boundaries of freedom of speech, and provides guidelines for consideration by governing boards and the senior administrators who work with them.

Questions related to freedom of speech on college and university campuses are difficult. There is widely shared agreement among all institutional stakeholders as to the fundamental value of the First Amendment and its principles in support of free speech. Students, faculty, and administrators may express their views on controversial issues. And on most campuses, external speakers are likewise welcome to share their views on provocative issues. At the same time, some members of a campus community may object to speech they find offensive or threatening and assert their right to be free from exposure to it on a campus that values inclusion and civility. Governing boards need to be aware of these competing tensions—between individual freedom and the expectation of civility and personal safety—and should understand the difficult balance between restricting certain speech and speakers, on the one hand, and having campus buildings and grounds that may be open to members of the public who are unaffiliated with the institution, on the other. This balance is especially difficult to achieve at public institutions, where speakers may be invited by internal groups and space may be reserved by external groups—often without the knowledge of the administration.

There are distinctions as well between public and private institutions. There is robust protection of First Amendment rights in public institutions, where the law requires it, while private institutions generally retain their independence to determine the scope of applicability of First Amendment principles and may set their own standards of free speech.

In addition, today's students hold various views on the proper boundaries of freedom of speech; for example, some racial, ethnic, and religious minority and

It is essential for institutional leaders to establish and implement policies in support of freedom of speech that further their institution's values and mission.

LGBTQ students question whether traditional principles of free speech address their concerns about campus civility and personal safety. College and university presidents have devoted considerable time and attention to communicating with students about their concerns and about the challenge of finding a proper balance. In addressing this challenge, it is essential for institutional leaders to establish and implement policies in support of freedom of speech that further their institution's values and mission. Policies should support the expression of diverse views and opinions, even in those instances when speech may be intentionally unsettling or

provocative, in accordance with the academic ideal of freedom of thought and expression and the robust exchange of ideas.

To provide some clarity about the tensions that emerge as colleges and universities navigate the sometimes complex and uncertain issues related to freedom of speech on campus, AGB developed a set of guidelines for governing boards and institutional leaders:

- 1. Board members should be well informed about the rights established by the First Amendment, and its principles, and how they apply to the campus's commitment to freedom of speech.
- 2. Governing boards should understand and recognize the alignment between freedom of speech and academic freedom.
- 3. Governing boards should ensure that policies that clarify campus freedom of speech rights are reflective of institutional mission and values.
- 4. Board discussion and debate should model civil and open dialogue.
- 5. Board members should encourage presidents to initiate communication with, and be available to, those students who want to be heard by institutional leaders about campus culture and issues related to freedom of speech.
- 6. Governing boards should make clear their support of presidents in the implementation of campus freedom of speech policies.

As with all higher education governance principles, these guidelines should be applied within the context of each institution's or system's standards and values.

INTRODUCTION

Twenty-first-century higher education exists in a volatile environment. Concerns about college costs, graduation rates, and student career preparation, as well as pervasive questions about the value of a college education are front and center among campus administrators and governing boards, students, parents, alumni, donors, and policy leaders. However, one of the most visible challenges for higher education's stakeholders concerns the principles of freedom of speech that are considered core values throughout American higher education—and that are legally protected at public institutions by the First Amendment of the US Constitution and by state constitutions—but about which there are some fundamental tensions. While most colleges and universities have a foundational commitment to the unfettered pursuit of knowledge and artistic expression that recognizes the need for debate, discussion, and sharing of divergent ideas both inside and outside the classroom, the past several years have seen debate over that inherent value and how it plays out for students, academic leaders, faculty, and institutions themselves, as well as the communities in which institutions are located.

Debate about the scope and limits of free speech in higher education is not new, and it is not driven solely by today's highly charged political rhetoric. Indeed, debate about freedom of speech on campus has extended over many decades and across the political spectrum: from the Red Scares of the early twentieth century and McCarthyism in the 1950s, to campus disruptions during the Vietnam War in the 1960s and 1970s, to the culture wars of the 1980s and 1990s. Nonetheless, freedom of speech has been widely protected and reinforced over time by higher education institutions, supported by the direction of federal and state jurisprudence.

More recently, questions about freedom of speech have flared on campuses in sometimes surprising ways. Student protests and campuses' handling of controversial speakers have dominated news headlines. Protestors advocate for freedom from speech as often as for freedom to use it. State and federal policy leaders have begun to advocate for rules defining how colleges and universities should address freedom of speech issues, raising complex questions about academic freedom and institutional autonomy.

Because of the relationship between freedom of speech and the fundamental values of higher education, the integrity of the educational missions and the public reputations of colleges and universities are at stake. Governing boards, which bear fiduciary responsibility for higher education institutions, must have a clear understanding of the cultural concerns, legal and educational mission-based responsibilities, and nuances of issues related to freedom of speech on campus. Other important matters—campus civility, nondiscrimination, diversity, and student inclusion—are also linked to the freedom of speech debate. Governing boards should be focused and intentional in supporting and implementing institutional policy that clearly defines what freedom of speech means in their institutions.

The Association of Governing Boards of Universities and Colleges (AGB) recognizes that boards have a unique role in working with institutional admin-

Because of the relationship between freedom of speech and the fundamental values of higher education, the integrity of the educational missions and the public reputations of colleges and universities are at stake.

istrators to address the question of freedom of speech: protecting essential rights that reflect fundamental educational values (as well as legal responsibilities in many instances) while respecting the concerns of students and others about the impact of these fundamental rights on a civil and inclusive campus culture.

The AGB Board of Directors, in its Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility, commented on the essential values of freedom of speech and offered related recommendations and questions for board consideration.¹ However, AGB recognizes that there are complex and challenging questions associated with this high-profile issue and that additional clarification for boards and institutional leaders would be helpful. Headlines

and media coverage in recent years reinforce the importance of boards being informed about these issues and able to meet their responsibilities in support of institutional leadership, student learning, and campus safety. In the end, successfully addressing the issue of freedom of speech requires a commitment and the courage to do what is in the best interests of the institution and its students in accordance with its mission and values, while monitoring institutional risks involving civility, safety, inclusion, resources, and reputation.

COMPETING TENSIONS OVER FREEDOM OF SPEECH

Campus protests related to freedom of speech, disruptions of controversial speakers, and on-campus presentations and protests sponsored by outside groups have attracted extensive news coverage in recent years, exacerbating the decline in higher education's public standing in some quarters. Governing boards are ultimately accountable for ensuring, through policy and support for effective institutional leadership, a campus environment that is supportive of learning. This includes supporting policies that help make clear the distinctions between the right to protest, on the one hand, and disruption, on the other—particularly disruption that might compromise campus or student safety. It also includes supporting classroom settings and a campus community in which students are able and encouraged to participate and express their ideas and opinions candidly.

Of course, freedom of speech rights must be accompanied by corresponding responsibilities in order for healthy educational environments to function effectively. Students may be held responsible for learning subject matter content and for developing and articulating arguments based on facts, evidence, research, and analysis. As the American Association of University Professors (AAUP) recognizes in its *Joint Statement on Rights and Freedoms of Students*, "students should be free to take reasoned exception to the data or views offered in any course of study..., but they are responsible for learning the content of any course of study for which they are enrolled."

Demands for unfettered freedom of speech can be perceived by some as at odds with the desires of students and communities for a safer, more civil environment. The resulting tension requires institutional leadership to be aware of the forces at play on both ends of the spectrum. Jeffrey Herbst, former president of Colgate University and now president of the Newseum, asserts in a white paper on campus freedom of speech that "with little comment, an alternate understanding of the First Amendment has emerged among young people that can be called 'the right to non-offensive speech." This desire for "non-offensive speech" further complicates the task of educating and encouraging the development of students while also defending the right to free speech.

Ultimately, governing boards need to balance those tensions appropriately and to determine how far institutional policy should go in protecting students from exposure to offensive speech. In his white paper on campus free speech, Herbst refers to today's students as "a generation that increasingly censors itself

Have students now come to the conclusion that civility and inclusion require protection from controversial ideas? and others, largely silently but sometimes through active protest." This dynamic raises a number of questions that boards should consider, together with presidents and other campus leaders. Have students now come to the conclusion that civility and inclusion require protection from controversial ideas? How do designated safe spaces on campus and trigger warnings in classrooms serve the

educational needs of students in higher education? Are conservative and liberal students alike freely able to express their views in classes, even when they believe that their professors and fellow students might not agree or even want to hear them? And how should institutional leaders respond to concerns from students and others who note that the First Amendment is an imperfect standard, having been crafted in the eighteenth century by white male landowners, many of whom were slaveholders, when biases about women and abuses against non-white people were accepted societal norms?

A 2016 Gallup study, commissioned by the Knight Foundation, uncovered some revealing beliefs held by college students between the ages of eighteen and twenty-four. Seventy-eight percent of the students surveyed indicated that colleges and universities should expose students to all types of speech and viewpoints. However, 69 percent of students favored limitations on campus speech that involves slurs or other language that is perceived as intentionally offensive to certain groups. And 54 percent of respondents noted that the climate on their campuses prevents some people from saying what they believe out of concern that others might find it to be offensive. While many students enrolled in colleges and universities are older than those surveyed, and an increasing percentage of enrolled students take their courses online, rarely, if ever, appearing on campus, the attitudes of these younger, often residential students have largely driven the debate.

Institutional leaders face complex and varied pressures that require them to assess and manage potential crises without crossing the line of censorship. Examples in recent years include

- campus protests centered on racism and on religious and LGBTQ persecution;
- 6 Freedom of Speech on Campus

- controversial speakers disrupted or prevented by students from appearing on campus;
- funding of on-campus appearances of provocative speakers by political and ideological groups not affiliated with the college or university;
- aggressive use of social media to fuel threats of campus violence in response to free speech issues;
- federal and state governmental scrutiny of free speech on campus.

With regard to governmental involvement, the chairman of the US Senate Judiciary Committee publicly criticized college and university presidents for their handling of these issues during a recent hearing on "The Assault on the First Amendment on College Campuses." A 2017 US Supreme Court decision affirmed First Amendment protection of language that many might find offensive, and more than thirty bills have been introduced in state legislatures in response to what many lawmakers see as a First Amendment crisis on college and university campuses.

These challenges are real and should be acknowledged by governing boards and institutional leaders; accountability requires that respect for educational values and legal requirements be balanced with support for a campus culture distinguished by civility and inclusion. With educational leadership comes the opportunity to advance learning, improve understanding of different perspectives, and nurture the ability to present well thought-out arguments.

College and university leaders should not take lightly the expressed fears of students for their personal safety. At a growing number of colleges and universities, institutional leaders have established reporting pathways and emotional support for students who experience bias, threats, or physical harm based on their racial, ethnic, or religious backgrounds; their political

beliefs; or their gender identities.

However, college and university leaders have a competing obligation to communicate to students that exposure to ideas and opinions that differ from their own or that may even make them uncomfortable is part of the educational experience—whether in a classroom or a campus social setting,

College and university leaders should not take lightly the expressed fears of students for their personal safety.

during an address by an outside speaker, or online. All members of a campus community have the right to speak—and the right to listen. Institutional leaders and individual faculty members have a responsibility to ensure students understand that demonstrating openness and tolerance when engaging in civil

dialogue and debate is an educational ideal. This is central to preparing students to be engaged citizens.

College and university governing boards must recognize their responsibility to be informed about these competing tensions and to work closely with their presidents, faculty leaders, compliance officers, and legal counsel to address them. Boards should understand the risks that are present, the scope of policies designed to protect freedom of speech in the classroom and across the campus, and their own responsibility to ensure the safety of the campus and those who inhabit it.

SUGGESTED GUIDELINES FOR GOVERNING BOARDS AND INSTITUTIONAL LEADERS

1. Board members should be well informed about the rights established by the First Amendment, and its principles, and how they apply to the campus's commitment to freedom of speech. Service on the governing board of a higher education institution or system has always necessitated awareness of, engagement with, and understanding of campus climate and culture. In today's uncertain environment, this voluntary service has taken on heightened expectations. Balancing board engagement and leadership with appropriate oversight and respect for higher education's inherent values of shared governance and delegated authority can be

challenging, and the path forward is at times unclear. Perhaps most essential to effective board governance is a board's awareness of the impact its policy decisions and degree of engagement can have on an institution's reputation.

Boards, especially when addressing issues of considerable risk, must be diligent as to their own education and awareness. Accordingly, board members should be knowledgeable about the free speech protections offered by the institution. Student affairs officers and academic affairs officers as well as legal counsel and board professionals should be available to inform the board about institutional or system policies, legal requirements, current risks, and

Perhaps most essential to effective board governance is a board's awareness of the impact its policy decisions and degree of engagement can have on an institution's reputation.

recent incidents. Particular issues to be aware of include the following:

• Speech might be categorized as "hate speech"—that is, speech that attacks or offends a person or group on the basis of attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender. This type of speech generally cannot be restricted under federal or state law unless it rises to the level of a true threat of harm directed at an individual or group, the speaker's intention is to incite lawless action, or such speech constitutes conduct that qualifies as prohibited discrimination or harassment. Determining whether "hate speech" may run the risk of a substantial threat to individuals, campus

property, or the nearby community is among the more challenging aspects of balancing free speech rights with the obligation to protect a campus and its inhabitants. Administrators, campus security personnel, and others on campus are often left with few options and little opportunity to plan, especially where outside groups are allowed to book campus space without limits or information about their intentions. Most campus leaders will default to protecting the rights of speech, while being prepared to protect campus assets. Board members need to be aware of competing values and the pressures on those who are expected to make difficult decisions (often under significant time pressures and with incomplete or imperfect information) or react to situations that might actually be out of their direct control.

- Colleges and universities are obligated to prevent and remedy harassment based on protected classifications such as sex, race, religion, and ethnicity. However, an institution's obligation to prevent and remedy harassment does not give it broad authority to prohibit or punish speech that might be offensive to some individuals or groups but that does not rise to the level of harassment as defined by law.
- Higher education institutions may choose to restrict the time, date, place, or
 manner of speech so long as the restrictions are unrelated to the speech's
 anticipated content. Campus space can be made available for the expression of
 views that may be controversial or provocative, consistent with a uniformly
 applied campus policy and subject to the resolution of safety and resource
 usage concerns—e.g., the number of participants in the available space, the
 availability of security personnel, and avoidance of substantial disruption of
 institutional operations.
- Boards need a clear understanding of key terms or concepts—e.g., trigger warnings, safe spaces, and free speech zones—and how they are used and experienced on campus.
- 2. Governing boards should understand and recognize the alignment between freedom of speech and academic freedom. The link between freedom of speech and academic freedom may be difficult to discern. From the principle of academic freedom are derived the rights of members of the faculty to teach, publish, conduct research, and otherwise communicate ideas—including ideas that might be considered inconvenient or even offensive to some internal or external stakeholders. With the rise of social media, there have been more frequent attacks on faculty from external groups or stakeholders and increased pressure

on governing boards to take action against those faculty. Boards should not respond to this external pressure, but instead refer such matters to the institution's president or legal counsel.

The concept of academic freedom was originally recognized by the US Supreme Court in a decision that also invoked the First Amendment.⁸ Other court cases have also addressed the link between academic freedom and the rights associated with free speech.⁹ While statutes, case law, contractual agree-

ments, accreditation requirements, and academic custom ensure that the protections associated with academic freedom apply at all higher education institutions, private colleges and universities determine the applicability of First Amendment protections on their campuses. Recent

Academic freedom is a core value that must be protected.

state policy initiatives, often built around Academic Bill of Rights legislation,¹⁰ threaten institutional autonomy by seeking to delimit academic freedom and campus free speech and to impose governmental standards on what is taught in the classroom.

Institutional policy, codified in faculty handbooks and supported by the governing board, should recognize that faculty have the same right to freedom of speech as do other campus stakeholders and that academic freedom is a core value that must be protected. Governing boards should partner with the faculty in protecting and ensuring freedom of speech. As the AAUP statement *On Freedom of Expression and Campus Speech Codes* recognizes, "Members of the faculty, too, have a major role... in condemning intolerance... and making clear to their students that civility and tolerance are hallmarks of educated men and women." Faculty have an essential role in advancing a culture of freedom of speech on campus—protecting the standard of academic freedom and supporting the values of free speech.

3. Governing boards should ensure that policies that clarify campus freedom of speech rights are reflective of institutional mission and values. Colleges and universities are communities that are committed to learning and the perpetuation of societal values. A policy will provide clarity for all institutional stakeholders if it recognizes these core values; is consistent with federal, state, and local law; and demonstrates the governing board's commitment to freedom of speech. The AAUP statement On Freedom of Expression and Campus Speech Codes calls on institutional leaders to adopt measures that penalize conduct, rather than the content of speech. Recognition of, and commitment to, the institution's support for freedom

of speech should be expected of all board members; for those boards that require members to sign a formal statement of expectations, this expectation should be explicitly included in the statement.

Because the legal requirements for public and private institutions differ, board members should be advised as to the application of these standards on their campus as part of their orientation and through regular legal briefings. US Supreme Court precedent establishes that the rights provided by the First Amendment must be protected at all public colleges and universities. While most private institutions accept that First Amendment principles are at the core of freedom of speech, these institutions are not legally bound to require adherence to those

Setting campus tone and culture starts at the top.

principles absent some other applicable law or policy. For example, in some instances, such as at private institutions whose religious affiliation and tenets inform institutional policy, institutions may define for themselves how First

Amendment principles are interpreted on their campuses. However, state law may require private institutions to adhere to First Amendment principles. For example, California's Leonard Law prohibits private colleges and universities from taking actions that, if taken by a public institution, would infringe upon a student's First Amendment rights.

- 4. Board discussion and debate should model civil and open dialogue. Board debate on important issues should welcome civil dialogue and dissent among members and with invited guests, both to advance important policy objectives and to set an example for the campus. The board chair assumes special responsibility for fostering such expectations for the board. It is also important for governing boards to recognize and consider their role on occasions when students or groups choose to engage them by appearing at a board meeting to express a point of view or advocate for or against a specific board action. Such instances can provide the board opportunities to demonstrate support for free speech and to demonstrate that those expressing a point of view are welcome, so long as applicable board policies are followed (including time limits for public statements) and the security of those in the board room (and the physical space itself) is assured. As on campus, civility should be a hallmark of interactions in the boardroom.
- 5. Board members should encourage presidents to initiate communication with, and be available to, those students who want to be heard by institutional leaders about campus culture and issues related to freedom of speech. Student concerns should be respected, and presidents have a special duty to be available for

dialogue regarding these concerns. Setting campus tone and culture starts at the top. Open conversation between presidents and those students who are committed to airing alternative opinions can go a long way in establishing trust and respect for institutional policy, even when consensus may be difficult to achieve. Boards should respect and champion the process of engagement by their president with students and other stakeholders who feel at risk because of campus speech policy and its application (or non-application) in particular situations.

While many issues related to freedom of speech on campus may be seen by the broader community as reflective of a debate about inherent rights and values, some issues that may be less visible also need the attention of leadership. For example, students who feel intimidated in their classrooms to express viewpoints perceived as inconsistent with the opinions of other students and the professor may seek relief from institutional academic leaders and departmental leadership. Boards, perhaps through a committee on student affairs, can provide support for faculty training in ensuring open and civil dialogue in the classroom. Students

must be able to express their ideas and opinions inside and outside the classroom (within reasonable, content-neutral limitations), yet they should not presume that the institution will or should protect them from exposure to ideas that might be uncomfortable or even offensive.

Ultimately, all institutional leaders should clearly communicate to students the essential nature of freedom of speech on campus and across society, while respecting the personal difficulties that students may face as a consequence of harmful speech or hateful expression. Presidents, while important

Notwithstanding the significant risks associated with some instances of campus unrest, boards should refrain from interfering while events unfold.

in the process of communication, will certainly look to faculty and to student and academic affairs professionals to engage with, listen to, and communicate with students.

6. Governing boards should make clear their support of presidents in the implementation of campus freedom of speech policies. While ultimately accountable for policy currency and application, governing boards must be clear in their delegation of authority for the implementation of those policies to campus and system leaders. Notwithstanding the significant risks associated with some instances of campus unrest, boards should refrain from interfering while events unfold. In a time when news spreads almost instantly through social media, presidents must be confident that they can depend upon board support as they

respond to challenges that arise—whether by reaffirming institutional policy; making tough decisions based on counsel and advice from student affairs officers or legal counsel; meeting with students about their concerns related to the scope of, or limits to, freedom of speech; or, when appropriate, declining to engage.

Presidents should be confident that their leadership will be trusted and respected. Presidents, in turn, should keep their boards informed as campus speech issues arise; however, the mandate for action might preclude immediate reporting to the board. As appropriate, the president should remain in contact

Presidents should be confident that their leadership will be trusted and respected.

with the board chair as events unfold. The president should review campus issues and crises with the board at either regularly scheduled board meetings or, if necessary, in special sessions of the board. As appropriate, the board's executive committee should be authorized to take action when time is of the essence or when rapidly developing

situations threaten campus safety.

Ultimately, boards should hold institutional leaders accountable for crisis management and for the development and implementation of communication policies, which should include a role for the board chair, if appropriate. To ensure campus safety, agreements and protocols between campus security or police and local law enforcement should be in place. A crisis communications plan should be broadly known by those who have a role in its implementation, including the board. The communications plan for incidents related to free speech should include communications by the board chair, who can demonstrate that the board is supportive of institutional leadership's decisions and actions. The plan should include a post-event assessment.

CONTINUING CHALLENGES

The issues surrounding freedom of speech in higher education today are sensitive and volatile. No college or university wants its above-the-fold moment to be about a campus speech incident gone awry. Setting and implementing effective policy in support of long-held values is a core governing board responsibility, and boards—in collaboration with the president whom they hire and support—need to pay attention as the circumstances and legal developments that clarify freedom of speech continue to evolve.

The challenge for higher education and its leadership is how best to address the tensions associated with a campus's expectations of an almost unlimited exchange of ideas. Board members bear responsibility for fostering a campus culture that protects the integrity of their institution's commitment to openness, scholarship, and the educational mission. Meeting this responsibility is not easy, but it goes to the very essence of the academic enterprise.

QUESTIONS FOR BOARDS AND PRESIDENTS TO CONSIDER

- When does the board review the institution's or system's policies on freedom of speech? Are these policies reviewed as part of the orientation of new board members?
- Does the governing board have a policy that delegates responsibility for implementing institutional policies related to freedom of speech to the president of the institution or system? Is there a clear decision-making process in place related to issues of freedom of speech?
- Does the governing board clearly understand the relationship between freedom of speech and academic freedom?
- How often, if at all, does the institution's president, general counsel, or other senior staff inform the board about specific events related to campus freedom of speech protests or disruptions?
- · How often does the board discuss the various risks-including financial, reputational, and security risks—associated with campus free speech policies?
- Does the institution have student and faculty guidelines for campus protests that clearly define what constitutes a violation and what disciplinary measures would be taken? Are campus security measures in place to address student protests or "controversial" speakers? And does the institution have discrete policies regarding the use of campus facilities by outside groups?
- How has the board engaged with students about issues related to freedom of speech and other campus climate matters? Is there a structured process for board engagement with students?

NOTES

- 1. AGB Board of Directors' Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility (Washington, DC: Association of Governing Boards of Universities and Colleges, 2016), http://agb.org/sites/default/files/agb-statements/statement_2016_campus_climate.pdf.
- 2. American Association of University Professors, "Joint Statement on Rights and Freedoms of Students," accessed August 16, 2017, http://www.aaup.org/report/joint-statement-rights-and-freedoms-students.
- 3. Jeffrey Herbst, Addressing the Real Crisis of Free Expression on Campus (Washington, DC: Newseum, 2017), 2.
- 4. Ibid.
- 5. Gallup, Free Expression on Campus: A Survey of US College Students and US Adults (Washington, DC: Gallup), 3, 12, 19.
- 6. "Prepared Statement by Senator Chuck Grassley of Iowa, Chairman, Senate Judiciary Committee Hearing on 'Free Speech 101: The Assault on the First Amendment on College Campuses," Committee on the Judiciary, June 20, 2017, http://www.judiciary.senate.gov/imo/media/doc/06-20-17%20Grassley%20 Statement.pdf.
- 7. Matal v. Tam, 137 S. Ct. 1744 (2017).
- 8. Sweezy v. New Hampshire, 354 U.S. 234 (1957).
- 9. See Rachel Levinson, "Academic Freedom and the First Amendment" (presentation, AAUP Summer Institute, July 2007), http://www.aaup.org/our-work/protecting-academic-freedom/academic-freedom-and-first-amendment-2007.
- 10. For information about the "Academic Bill of Rights" and related legislation, see "The 'Academic Bill of Rights'—Coming to Your Campus," American Association of University Professors, accessed August 18, 2017, http://www.aaup.org/our-work/government-relations/past-campaigns-academic-bill-rights/academic-bill-rights-coming-your.
- 11. "On Freedom of Expression and Campus Speech Codes," American Association of University Professors, accessed August 16, 2017, http://www.aaup.org/report/freedom-expression-and-campus-speech-codes.



Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, nearly 2,000 institutions, and 40,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

In accordance with its mission, AGB has developed programs and services that strengthen the partnership between the president and governing board; provide guidance to regents and trustees; identify issues that affect tomorrow's decision making; and foster cooperation among all constituencies in higher education. For more information, visit agb.org.



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MINUTES OF THE UNIVERSITY OF WISCONSIN-RIVER FALLS STUDENT GOVERNMENT ASSOCIATION STUDENT SENATE

Tuesday, October 17th, 2017 at 7:00pm Willow River Room, University Center

I. CALL TO ORDER

A. Meeting called to order at 7:00PM

II. ROLL CALL OF MEMBERS

III. Members	Present	Absent
Abby Wendt	Χ	175.75
Kaylee Kildahl	Χ	53.75
Sara Meurer	Х	
Gabe Stanko	X	
Cassie McGuire	X	23 00
Jordan Kitchen	Х	
Temi Abiodun	Х	1
Anja Gridley	X	11.0.34
Johnathan Aiuppa	X	The Mark
JJ Knapp		х
Rosemary Pechous	Real Co	х
Jacob Timm	X	
Halley White	X	A
Taylor Schultz	Х	

Kyle Lehman	х	
Kelsey Einertson	Х	
James		
VandenBergh	X	
Total	15	2

IV. APPROVAL OF MINUTES

A. 10 OCT 17

• Minutes unanimously approved for 10/10/17

V. OPEN FORUM

VI. EXECUTIVE COMMITTEE REPORTS

- A. External Relations Director Jordan Kitchen
 - External Relations Director Kitchen said they have a list of discounts started with the businesses in River Falls. Will be contacting the rest of the businesses on the list at their meeting on Thursday, then will start contacting businesses in Hudson.

B. Marketing & Outreach Director – *Anja Gridley*

- Marketing and Outreach Director Gridley said the T-shirt designed was approved and ordered.
- Director Gridley said she is putting stuff on social media and letting students know to share the Facebook post about the Week of Action, and encouraged directors to go share the post as well.
- Director Gridley concluded and said she is making a marketing plan for how to advertise the events during the week, and she will be going to the events to take pictures.

C. Rules & Oversight Director - Jacob Timm

- ORC Director Timm said they just had a meeting at 5:00pm tonight. 6 positions have been confirmed.
- ORC Director Timm continued to say there are going to be 2 runoff elections for the College of Business and Economics and the College of Arts and Sciences. The election will be starting the Wednesday the 18th at 9:00am through Thursday the 19th at 5:00pm. All the positions will be confirmed and sworn in on the October 24th.

D. Student Affairs Director – Temi Abiodun

- Student Affairs Director Abiodun stated she met with RHA Hall Council to bring awareness of the event to the Residence Halls. Got approved to use the jugs for the interactive pieces and to put posters in the Residence Halls.
- Director Abiodun continued with saying that they will be creating the game for the interactive piece at the table during their meeting.
- Director Abiodun added that tomorrow they will be having a run through of the Day 4 event.
- Director Abiodun concluded with saying she is now focusing on getting the food finalized with the vendors for next week.
- President Wendt asked if we got a discount by putting them as a sponsor on the back of the shirt?
 - Senator Halley White answered at the time we ordered there wasn't anyone that could answer that question. We had to proceed with the order because it was time sensitive.

E. Academic Affairs Director – Cassandra McGuire

• Academic Affairs Director McGuire said she will be able to have a meeting in the next couple weeks once elections are finalized. Also, has a Doodle poll ready to send out when the new senators are sworn in to hold a meeting, which she is hoping to schedule for last week in October or first week in November.

F. Finance Director – *Gabe Stanko*

- Finance Director Stanko said he has been working on the nonallocable fees process with President Wendt.
- Director Stanko continued with saying that the mandatory budget training is coming up and if you are a part of a student organization your treasurer must be present at the training. There will be two sessions at 5:00pm and 7:00pm on November 1st.
- Senator Johnathan Auippa asked does it have to be the treasurer or can a chair of the organization attend?

O Director Stank replied, preferable the treasurer, but if they email before the meeting and say they can't make it we can make an exception.

G. Chief of Staff – Sara Meurer

• Chief of Staff Meurer stated she has been working on the Week of Action and ordering the T-shirts and the posters for the week.

H. Student Body Vice President – Kaylee Kildahl

- Student Body Vice President Kildahl stated she is getting ready for the Week of Action, and getting the marketing ready by putting posters up in the residence halls and around campus. Also, has been pushing the social media post for the event it has currently reach 600 people.
- Vice President Kildahl continued with saying the One love event last week had a total of 148 student athletes participated in the event, and several who volunteered to help next year.

I. Student Body President – Abby Wendt

- President Wendt added she has been working with Director Stanko on nonallocables fees and budgets this past week.
- Student Body President Wendt stated she had a meeting with Advisor Greg Heiselman today about the bi laws, a lot of work has to be done to them. We will be adding two subcommittees. Now they are working to figure out how to structure these committees. Going to be a lot of restructuring for the Senate bi laws.
- President Wendt continued with saying the UW Reps meeting is coming up the second week in November, anyone can come for the breakout sessions which are going to be more student senate related.
- President Wendt concluded with saying President Ray Cross is looking to restructure 2 and 4-year colleges in UW System. 2-year colleges will now merge with their nearest 4-year university.

VII. SPECIAL REPORTS

- A. SGA Advisor Gregg Heinselman
 - Advisor Heinselman talked about the merger announcement, and said there are a lot of questions and concerns in the UW system right now. This still has to go to the board of regions in mid-November. Chancellors at the 4-year institutions have been starting to engage with the 2-year campus directors. The geographic location is how it was decided what campuses will merge together.
 - Advisor Heinselman concluded with talking about at the past Regions meeting in Stout, the freedom of expression policy was passed. This policy will shape expectations and communications to the students about free speech on campus. Our University has been looking at requirements for what it looks like for our campus. We will need to add aspects of the policy at new student orientation, communicate the policy with faculty and staff so they can educate students on the policy as well. We will also have to look at how it will align with our conduct code if an incident arises
 - Vice President Kildahl stated her biggest concern is tuition prices, the draw for 2 years is the tuition costs. Do you know if prices for tuition will go up for 2-year campuses?
 - O Advisor Heinselman replied and said they are trying to link to two together to make it a smoother process. How they are going to pay if they are going to blend certain aspects with one another still has to be sorted out.

VIII. DISCUSSION

- A. Biology Study Lounge Presentation
 - Senator Auippa said he will hold off on the presentation until the new senators are sworn in.
 - President Wendt added that they will included in the agenda next week.
- **B.** Service Hours

- Chief of Staff Meurer reminded everyone to get their service hours in before the end of the semester, senators need a total of 10 hours.
- Vice President Kildahl added they must be turned in a week and a half before the semester ends. There is a lot of opportunities to get your service hours in with the Week of Action coming up.

C. Homecoming Budget Report

• President Wendt said the official budget was \$300, we spent for promotional items \$174 dollars, we bought a hat and blanket for the raffle, 9 water bottles, 9 socks, and keychains. Then we received free lanyards and tattoos from Student Involvement, and got 40 bags of candy and 47 ponchos from the dollar store. \$271 total was spent on homecoming, and the remainder will be put back into the funding pool.

D. Student Perceptions on Sexual Assault and Consent Survey

 Vice President Wendt said former senator Samantha Mita is conducting a survey, and wanted to push it for the senators to take. It is a survey about how students on campus view sexual assault and consent. If this is something you are interested in we will have it be optional to take after a meeting.

E. UW Reps Meeting

- Senator James VandenBergh stated the next UW Reps meeting will be on November 11th at UW-Whitewater. He opens the invite to SGA and any students that want to attend. Won't be a regular reps meeting we will have break out sessions. Total of 7 sessions will be happening. It would be a great way to make connections with student reps across the state. You won't pay anything out of pocket, and we will also be discussing the recent merger decision from President Ray Cross.
- President Wendt added to let her know if you are interested in going by the 27th to make sure we can get reservations.

F. Week of Action

- Director Abiodun stated the Week of Action is next week, starts at 10:00am for tabling, please sign up on the Doodle poll if you are interested in helping.
- Director Abiodun added there will be two Falcon 5 events, the Hunting Ground event on Monday, and the Interactive Discussion on Thursday.
- Director Abiodun concluded with saying she met with Kellan Wells-Mangold and the money from the Its on Us bracelets will be donated to Turningpoint.
- Senator Kelsey Einerston asked if there is a need for volunteers for anything else for the Week of Action?
 - O Director Abiodun replied that she will set up a Doodle poll if people want to volunteer for the different events.

IX. ADDITIONAL ITEMS AND ANNOUNCEMENTS

- Director Stanko reminded everyone of the mandatory budget training at 5:00pm and 7:00pm on November 1st.
- Director Timm encouraged everyone to go vote if you are in the college of Business and Economics or the College of Arts and Sciences, voting opens at 9:00am on the 18th, and ends on 5:00pm on the 19th.

X. ADJORN

A. Meetings adjourned at 7:38pm



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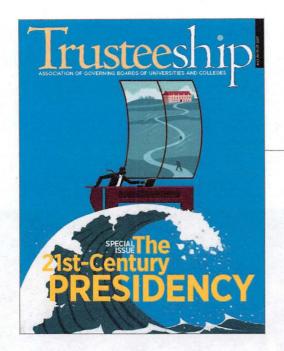
When the Middle Ground Is the High Ground: Free Speech and the University

BY TERESA A. SULLIVAN JULY/AUGUST 2017

TAKEAWAYS

The attack on free speech is not coming exclusively from the right or the left. Free speech is being attacked from both sides.

In leadership roles in higher education, presidents and trustees have a responsibility to stand in the middle ground between extremes, defending free speech for everyone, fending off attacks from all sides, regardless of political beliefs or personal opinions.



The principles of free speech and campus inclusiveness should not be in conflict with each other; rather, they should reinforce each other—more voices, more perspectives from different backgrounds, all free to speak, free to disagree, free to discuss and debate.

When Thomas Jefferson conceived the University of Virginia (UVA) two centuries ago, he based it on a radical proposition. He said, "This institution will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

Jefferson wrote those words in 1820, when most universities were still church-affiliated and constrained by religious doctrine, offering only a limited course of study such as law

and divinity. To create a university based on absolute freedom of thought and expression was a bold idea.

Today, free expression is protected by the First Amendment at our public universities and upheld by the commitment to academic freedom at our private universities. Free speech is our *lingua franca* in academia, and any restriction on it seems incompatible with the fundamental values of higher education.

Yet those principles that Jefferson articulated 200 years ago, and that we continue to espouse in our colleges and universities today—following truth, tolerating error, fighting error with reason—are questioned, and even threatened, on college campuses.

There is some irony in the fact that I began by quoting Thomas Jefferson because my quoting of Jefferson became the crux of a free-speech debate at my own university last fall. In early November, following the presidential election, I sent a message to UVA students, faculty, and staff calling for unity and civility on our grounds. I was planning to send this message regardless of who won the election because it was clear that the divisiveness would continue no matter who became president, and I did not want our firsttime voters to become disillusioned.

In the message, I urged students not to withdraw from the political process because of any dismay they might be feeling. I included a Jefferson quote that spoke to their future roles as servants and leaders in our country's government:

University of Virginia students "are not of ordinary significance only: they are exactly the persons who are to succeed to the government of our country, and to rule its future enmities, its friendships and fortunes."

In response, about 500 UVA faculty and students sent me a letter asking me to stop quoting Thomas Jefferson in my messages to the University community. They criticized me for using Jefferson as a "moral compass," noting his involvement in slavery during his lifetime.

In my response to their letter, I made the point that quoting Jefferson—or any historical figure—does not imply an endorsement of all the social structures and beliefs of his time, such as slavery and the exclusion of women and people of color from university life. For those faculty and students, I made it clear that I disagreed with their argument. At the same time, however, I said that I "fully endorsed" their right to speak out on issues they care about, including UVA's complicated Jeffersonian legacy. Members of the university's board of visitors supported my position on this issue.

Of course the Jefferson-quote controversy at UVA is just one of many examples of free-speech issues. Lately, campus free-speech controversies have often revolved around the disinviting of speakers whose views offend one group or another.

In February 2015, the well-known feminist activist Angela Davis was disinvited from speaking at Texas Tech after College Republicans launched a petition to block her appearance. Later the same year, Suzanne Venker, a well-known critic of feminism, was disinvited from speaking at Williams College after student protests. Ironically, Venker was to appear as part of a speaker series titled "Uncomfortable Learning," created to expose students to views that contrast with their own.

In April 2015, the singer-songwriter Common was disinvited from speaking at Kean University's graduation ceremony after an outcry from law enforcement officials who complained that the lyrics of one of his songs glorified violence against police.

In February, officials at the University of California, Berkeley, cancelled a speech by Milo Yiannopoulos, former *Breitbart News* editor, after violent protesters (who were not Berkeley students) took over an otherwise peaceful protest. Because of the cancellation, Berkeley officials were accused of suppressing free speech, and the president of the United States, in a tweet, raised the threat of cutting the school's federal funding as punishment. A few months later, in April, conservative writer Ann Coulter pulled out of a planned speech at Berkeley. This was after she had insisted she would speak even after the university stated it would not accommodate her event due to safety concerns.

In March, hundreds of students and some non-students at Middlebury College shouted down Charles Murray, a writer who is accused of espousing racist ideas, stopping him from giving a public lecture. College officials moved Murray and the faculty moderator, Allison Stanger, to another location to livestream the discussion. After the event, protesters surrounded them as they were leaving, things got physical, and the protesters injured Stanger. As far as I know, this was the first such incident that involved a physical attack. What's also troubling is that protestors wanted to shout down Murray without even knowing what he would say—potentially robbing themselves of the opportunity to refute his views.

Notice that this list of disinvited and shouted-down speakers includes those who lean left as well as those who lean right. They range from extremely liberal to extremely illiberal. The attack on free speech is not coming exclusively from the right or the left. Free speech is being attacked from both sides, from all sides. We've even seen efforts by state legislatures to regulate free speech on campus. In our leadership roles in higher education, as presidents and as trustees, our responsibility is to stand in the middle ground between extremes, defending free speech for everyone, fending off attacks from all sides, regardless of political beliefs or personal opinions.

The current free-speech controversy is riddled with ironies. In the 1960s, during the Free Speech Movement that started at Berkeley and spread to other campuses, students were the loudest proponents of

free speech. Today, some students are the loudest opponents of free speech—sometimes without even realizing that they are.

A 2016 Gallup survey on "Free Expression on Campus" showed that college students were overwhelmingly in favor of free expression on campus in general, but they were also in favor of restrictions on "intentionally offensive" speech. In this environment, many universities have adopted codes or policies prohibiting speech that may offend any group based on race, gender, ethnicity, religion, or sexual orientation. In a report published this year, the Foundation for Individual Rights in Education, known as FIRE, surveyed about 450 schools and found that 40 percent of them had severely restrictive speech codes that, in FIRE's opinion, clearly prohibit constitutionally protected speech.

In the 1960s, Berkeley Chancellor Clark Kerr lifted a ban that had kept Communist speakers off the campus. He explained the decision by saying, "The university is not engaged in making ideas safe for students. It is engaged in making students safe for ideas. Thus it permits the freest expression of views before students, trusting to their good sense in passing judgment on these views. Only in this way can it best serve American democracy."

If presidents and trustees protect college students today from opposing views and diverse perspectives through "speech codes" or other restrictions on free expression, we do them a great disservice because we are leaving them unprepared for the intellectual and social fray they will enter the moment they step off our campuses. The college campus is a natural proving ground for putting free speech principles into practice because in higher education we believe in two fundamental ideas that sometimes come into conflict with each other.

Because of our commitment to academic freedom, open discourse, and the clash of ideas, we vigorously support free speech. At the same time, in our increasingly diverse campus communities, we urge our students and others to show respect for the diverse backgrounds and views represented on our campuses.

Last October, PEN America released a report titled And Campus for All: Diversity, Inclusion, and Free Speech at U.S. Universities. The report concludes that an environment where "too many offenses are considered impermissible or even punishable becomes sterile, constraining, and inimical to creativity."

The danger in shutting out viewpoints that differ from our own is that we create a personal echo chamber in which our deeply held beliefs are continually reinforced by those who share those beliefs. If we follow only the news outlets and socialmedia feeds that align with our opinions, we have no access to the diversity of ideas that we espouse in higher education.

Almost 200 years ago, John Stuart Mill addressed this issue in his essay "On Liberty." The following is an excerpt:

He who knows only his own side of the case knows little of that. His reasons may be good, and no one may have been able to refute them. But if he is equally unable to refute the reasons on the opposite side, if he does not so much as know what they are, he has no ground for preferring either opinion ... Nor is it enough that he should hear the opinions of adversaries from his own teachers, presented as they state them, and accompanied by what they offer as refutations. He must be able to hear them from persons who actually believe them ... he must know them in their most plausible and persuasive form.

To put John Stuart Mill in terms of one recent controversy, the people who shouted down Charles Murray at Middlebury were only selling themselves short because they lost the chance to hear his views directly from him and therefore lost the chance to understand them more fully, and to refute them more fully. But they also prevented students who were not protesting from hearing and judging for themselves.

Ninety years ago, in his concurring opinion in *Whitney v. California*, Supreme Court Justice Louis Brandeis wrote, "If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the process of education, the remedy to be applied is more speech, not enforced silence."

The solution is to "tolerate any error" but always to "combat [the errors] with reason," to use Thomas Jefferson's language. We can't go back to the ancient anti-religious- freedom concept that "error has no rights"; that idea ended with people getting burned at the stake. In the 21st century, everyone has the *right* to be *wrong*.

The principles of free speech and campus inclusiveness should not be in conflict with each other; rather, they should reinforce each other—more voices, more perspectives from different backgrounds, all free to speak, free to disagree, free to discuss and debate.

We need to promote both free speech and diversity and inclusiveness on our campuses; we cannot let that become a mutually exclusive relationship. With the right to free speech firmly established, we need to create inclusive environments in which everyone feels free to exercise that right. So how can presidents and trustees do that?

First, when members of university communities learn about verbal insults that include racist, sexist, homophobic, ethnic, or other forms of bias, we should join together to denounce them and to support those who have been targeted.

Second, we need to continue our efforts to diversify our faculty, staff, and student populations. When people of different races, genders, and backgrounds come together, the exchange enriches the learning experience for every member of our college and university communities.

Third, we need to continue to review our curricula as well as extracurricular activities, such as studyabroad programs, to ensure all our students have opportunities to be exposed to a wide range of cultures, beliefs, and perspectives, both in the classroom and beyond. Those exposures instill cultural awareness and tolerance in our students.

AGB has provided guidance for administrative leaders and board members as we seek to promote free expression while also nurturing campus climates that are inclusive, welcoming, and safe. The Board of Directors' "Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility" includes recommendations for leadership. The statement urges governing boards to maintain open lines of communication with the administrative leaders who are responsible for campus policies regarding campus climate, so boards can ensure that the necessary budget resources and staff assistance are available to address campus climate, diversity, inclusion, and safety needs. AGB also urges governing boards to seek direct engagement with students, faculty, staff, alumni, local communities, and other stakeholders to understand their concerns and priorities. In other words, effective communication is essential for governing boards to take appropriate action on these issues.

The tone of our current national discourse shows us at least one thing: Our colleges and universities need to produce graduates who are critical, deliberative thinkers, capable of listening to all sides of an argument before drawing conclusions, but also unafraid to speak out and express their own views.

As leaders in higher education, when free expression seems to be under attack from all sides of the political spectrum, we can set the right example by standing in the middle ground to defend it on all sides. At the end of the popular musical *Hamilton*, Alexander Hamilton remarks on the contentious election of 1800. He endorses Thomas Jefferson over Aaron Burr for president with these words:

I have never agreed with Jefferson once... We have fought on 75 different fronts But when all is said and all is done... Jefferson has beliefs; Burr has none.

Hamilton endorses Thomas Jefferson because he knows what Jefferson believes, and he knows where Jefferson stands on the issues. And that's what observers around the nation should know about education leaders and our position on free speech.

We stand in the middle ground, defending free speech on all sides; following truth, wherever it leads; tolerating any error, but combating error with reason; and continuing to believe in the "illimitable freedom of the human mind."

This article is based on University of Virginia President Teresa Sullivan's remarks at the annual meeting of the American Council on Education in March. Sullivan was the keynote speaker at the Robert H. Atwell Plenary Session.

REFERENCES >

AGB Board of Directors' "

Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility " (2016).

ABOUT THE AUTHOR >

Teresa Sullivan is president of the University of Virginia and former chair of AGB's Council of Presidents.

IMAGE CREDIT

VICTOR JUHASZ RELATED

AGB PUBLISHES GUIDELINES ON FREEDOM OF SPEECH

ON THE BATTLE LINES: A UNIVERSITY PRESIDENT IN IRAQ TACKLES THE CHALLENGES FIRST-HAND

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UW System's freedom of expression policy, new campus organization's activity spark controversy on campus

By Tori Schneider Falcon News Service November 1, 2017

"I felt really nauseous."

That's how Ardin Fischer described their feelings when reading comments written on a large piece of paper that students had written on, an activity facilitated by the Young Americans for Liberty in the University Center.

"Some of the stuff I saw was a little disturbing. A little concerning," Fischer said. "I saw the N-word on there."

Elijah Anderson, vice president of YAL, said that there were no racial slurs on the large piece of paper and that the goal of the activity was to raise awareness about the newly established student organization and to get students to be more open minded.

"The hypothetical ideal goal would be to tell people that just because you have a different opinion from someone else doesn't mean you have to shit on them and keep them from having that opinion," Anderson said.

Freedom of speech has been a hot topic around UW campuses recently.

Advertise in the **Student Voice**. Special rates for on-campus departments and student organizations! Click for more information.

Place a **free classified** in the Student Voice. UW-River Falls students, faculty and staff may place free online classified ads! Click for more information. The Board of Regents of the University of Wisconsin System published a draft of their "Commitment to Academic Freedom and Freedom of Expression" regent policy document on Sept. 25.

The policy outlines new guidelines for handling student conduct regarding free speech and expression on UW System campuses.

New policies require compliance by the universities, leaving work to be done for administrators like Gregg Heinselman, assistant chancellor for student affairs at UWRF.

The administration must decide what does and what does not violate the policy. This means drawing a line to determine what is and isn't considered hate speech.

"We want to air on the side of open, free debate but we don't necessarily want freedom to be exploited. So where is that line? It's an interesting judgement place and we've got to figure that out," Heinselman said. "We will use our campus mission and values to determine that. I think we have a very good core position on that because of our mission and values but that doesn't mean that every student within the community embraces and supports that mission and values."

When breaking down the policy, Heinselman said he tries to think about what the first amendment means on a college campus and the history of student unions.

Heinselman said that the purpose of a student union, like the University Center, was originally for the interaction of students and the exchange of ideas. They were started as debate societies on college campuses where students could debate about what was going on in the world at any time.

"We are a forum of expression," he said. "That's what public education is about. Our campus is a state university. Most spaces on campus, all spaces on campus, should be safe. Most spaces on campus should be an open forum of expression."

Students may not always feel like all spaces on campus are safe. According to Heinselman, there has been an increase in bias incident reports coming in this year compared to in the past, and a lot of them are classroom related.

Director of Diversity, Inclusion and Belonging Martin Olague has been in his position at UWRF since spring 2017. The responsibility of the intake of bias reports was passed on to Olague from Hienselman when Olague took the position. Olague said he isn't sure that the number of bias incident reports has gone up, but that the reports that are coming in are more intense.



Most popular this week

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- 5. Still talking?
- 6. Falcons football falls short on homecoming to ninth-ranked UW-Platteville
- 7. UWRF has mixed reactions to the UW System policy on free speech
- 8. Small town sports foster sense of community
- 9. Student dies unexpectedly
- 10. UWRF's camp in northern woods, victim of economic downturn, put up for

"I think students are being bolder with their comments because it's okay to do so, you know? That that's been the message that's been sent at the national level I think and I think students are just being bolder with it," Heinselman said.

Heinselman believes that as a community we have lost the ability to understand how to debate an issue without attacking the individual. Olague would also like to see that change.

"In that free speech, are you going to have productive dialogue or are you going to just attack someone just based off on identity? I think that's kind of where these things get murky. But hopefully as an office we can push that conversation," Olague said.

Heinselman said campus is going to take some time to adjust to the new policy and it will be interesting to see how a new student organization like YAL is going to blend into that at some level.

"It'll be interesting to track that and see how it does on campus," he said.

Fischer is open to the idea of debate but believes the paper activity gave people a chance to hide behind anonymity.

They took the opportunity to write their own message.

"Free speech is great and all but your free speech will have consequences depending on what you're saying," Fischer said. "You have the ability to affect people with your voice and I think that's something a lot of people don't really understand when they say they want free speech."

Anderson said YAL wants the paper debate similar to a Reddit feed and everyone should feel free to express their opinions freely when the group does the activity again in a week or so.

The group knows that some things that students write may be considered offensive to others.

"That's going to happen, you know," Anderson said. "If I say fiscal conservativism is the best way to manage government, some people are going to get offended by that, but just because you're offended does that automatically render it hate speech? Not according to the definition of hate speech, at least in a legal code."

Hate speech is defined as "speech which attacks a person or group on the basis of attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender."

"Personally, I think getting offended is great because automatically, to me, getting offended is kind of shocking the established quo in your brain," he said. "Kind of forcing you to acknowledge this reality

sale

you had previously, either A, thought was impossible, or B, thought was so outrageous that you couldn't even consider it or think about it."

YAL wants the board to be an ongoing discussion. The same people can come back and add to their old ideas.

"Words are words," Anderson said. "They're not actions. There's a difference."

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COMMENTS

Note: Commenting closes 14 days after the original post.

Comments are closed.

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Recent comments

Rob Bignell on Student Voice seeks involvement, support in transition to online format: As a former Voice editor (86-87), seeing the print edition disappear marks a sad day, like the loss of a...

Michael McLaren on Student Voice seeks

involvement, support in transition to online format: As a former Voice editor (1989), it's hard to see the printed Voice go away. On the other hand, stasis...

The Voice is Fake News on Six students vying to represent their college in SGA

elections this week:
"Upcoming senator election..."
And how exactly did the Voice
win awards with this shoddy
editing?

MapleGrove Madman on 'A Quiet Place' keeps audiences silent, in suspense: Great review. I saw the movie, too, and this reviewer noticed things that I did not (and I notice stuff)....

Around the area

WRFW

Campus radio station broadcasting from North Hall.

River Falls Journal

Weekly community newspaper published by RiverTown Newspaper Group.

Metro traffic

Road and traffic conditions reported by the Minnesota Department of Transportation.

UW-River Falls

Official site of the University of Wisconsin-River Falls.

Prologue

UWRF's student literary and arts publication, distributed during spring semester.

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2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Submitted on Behalf of: (UW Institution)

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Note: A formal complaint is one which has been referred to the disciplinary process.

Number of Formal Complaints about Students: None reported

Number of Formal Complaints about Employees: None reported

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

None reported

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

None reported

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

#1

Description of Activity: Published statement in 2018-19 New Student and Family Handbook, distributed to all parents and students who attended June 2018 New Student Registration.

Target Audience (Students or Employees): Students, parents, family members

Estimated # of Students/Employees Impacted: 1,500

Date(s) of Activity: May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(18 Fall NSFP Handbook Cover+page 15[3490].pdf)

#2

Description of Activity: Discussed new Regent Policy Document on freedom of expression policy as it relates to UW-River Falls at October 16 and October 31 meetings of Chancellor's Cabinet, including required reading of 2017 document published by AGB Press, "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" and article in the July/August 2017 edition of AGB Trusteeship Magazine "When the Middle Ground Is the High Ground: Free Speech and the University".

Target Audience (Students or Employees): UW-River Falls senior leadership (employees): Provost and Vice Chancellor for Academic Affairs; Assistant Chancellor for Business and Finance; Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation; Assistant Chancellor of Student Affairs; Executive Assistant to the Chancellor; Executive Director for Facilities Planning and Management; Executive Director, Admissions & New Student and Family Programs; Athletics Director; Dean, College of Arts and Sciences; Dean, College of Agriculture, Food and Environmental Sciences; Dean, College of Education and Professional Studies; Dean, College of Business and Economics

Estimated # of Students/Employees Impacted: 13

Date(s) of Activity: October 16, 2018 and October 31, 2018.

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(report_2017_free_speech.pdf; When the Middle Ground Is the High Ground_Free Speech and the University_AGB.pdf)

#3

Description of Activity: Campus Climate Survey Follow up Action Items distributed and discussed at October 31 Leadership Assembly, further discussed at November 21 Campus Leadership Workshop

GOAL 4: support faculty ability to address difficult or sensitive issues in the classroom. These actions will help ensure understanding of, and adherence to, prevailing guidelines on academic freedom (AAUP, UW System, etc.) by all faculty and IAS, and promote culture of faculty and instructor confidence in working effectively with differing viewpoints.

GOAL 5: foster a culture of healthy argumentation and debate especially amongst students. These actions are aimed at supporting students' ability to engage in appropriate, healthy dialogue on difficult topics; encouraging students to interact with others who may hold different opinions or come from different backgrounds; and modelling good debate practices, following rules of civil discourse and productive dialogue, focusing on evidence-based arguments, etc.

Target Audience (Students or Employees): UW-River Falls leadership and shared governance

- Leadership Assembly: all administrators at a manager or director level or above;
- Campus Leadership Workshop: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted: approximately 100

Date(s) of Activity: October 31, 2018 and November 21, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(Oct. 31 Leadership Assembly Agenda.pdf; Campus Leadership Workshop Nov 21 2017 REV.pdf)

#4

Description of Activity: RPD 4-21 discussed as it applies to various case studies at November 21 Campus Leadership Workshop

Target Audience (Students or Employees): UW-River Falls leadership and shared governance: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted: approximately 45 directly

Date(s) of Activity: October 31, 2018 and November 21, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

(Campus Leadership Workshop Nov 21 2017_REV.pdf; CLW Free Speech Case Studies.doc; CLW Free Speech Case Studies_background and outcomes.doc)

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

None reported.

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

The policy was discussed at Student Senate with elected student leadership (see October 17, 2017 Minutes of the Student Government Association meeting). The policy was further referenced in articles by student journalists in the Student Voice newspaper, distributed in print and online and with articles being promoted through the newspaper's Twitter account. Student Affairs will also send a message to all students on the Freedom of Expression policy in September 2018 using the "Students Notify" campus listserv.

(SS_Minutes_10_17.doc; Feb. 21 2018 Student Voice article.pdf; Nov. 1 2017 Student Voice article.pdf)

Please provide the following information for each notification to students:

Date of notification: October 17, 2017

Method of notification: Oral communication to student shared governance

Estimated Number or Percentage of Students Notified: 15 elected student leaders, expected to also communicate to their constituents.

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Yes, leadership was notified, with the recommendation and expectation that staff in respective divisions were to be subsequently informed. The Policy was also referenced in campus daily e-newsletters (attached).

(LISTSERV 16.0 – FALCONDAILY Archives.pdf; LISTSERV 16.0 – FALCONDAILY Archives2.pdf).

Please provide the following information for each notification to employees:

Date of notification: October 10, 2018 (Falcon Daily "Education News" section); October 16, 2018 (Chancellor's Cabinet); October 31, 2018 (Leadership Assembly); November 7, 2018 (Campus Leadership Workshop)

Method of notification: Meetings

Estimated Number or Percentage of Employees Notified: Chancellor's Cabinet (13), Leadership Assembly (98) and Campus Leadership Workshop (63), with expectation that leaders were to inform all employees in their respective areas; Falcon Daily newsletter is distributed to 100% of employees.

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

Yes

3.B.) If yes to 3.A., please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

Description of information provided during orientation: Statement on Commitment to Academic Freedom and Freedom of Expression included in New Student and Family Handbook.

Date(s) provided: May 30, 31, June 4, 5, 7, 8, 11, 12, 14, 15, August 30, 2018

If possible, please submit examples of documents or other materials developed to meet this requirement.

(18 Fall NSFP Handbook Cover+page 15[3490].pdf)

Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

With the support of UW System Legal (Tom Stafford), UWRF conducted a thorough review of all administrative and operational policies to ensure language in policies was compliant with RPD 4-21. Following is a list of polices reviewed:

- EEO/AA Statement
- Sexual Violence and Sexual Harassment policy AP-06-116
- Faculty and Staff handbook (relevant excerpts only)
- Advertising and Sponsorship in University Print and Online Publications AP-01-109
- Advertising, Sponsorship and Promotions of Alcohol and Tobacco Products on Campus AP-01-107
- Sign Posting AP-01-101 (recommended language changes made)
- Social Media AP-01-112
- Use of University Facilities AP-01-103
- Campus Naming Policy AP-01-402
- Business Activities AP-02-101
- Acceptable Use AP-05-106
- Sexual Violence and Sexual Harassment AP-06-116
- Residence Hall policies
- Falcon Center Membership Manual
- UWRF Intramural Handbook
- Sport Club Handbook
- Student Org Handbook

(Optional: Submit additional supporting documents.)

Contact Person:

Name: Beth Schommer

Title: Executive Assistant to the Chancellor

Email Address: beth.schommer@uwrf.edu

Phone Number: 715-425-0662

From:

Sandra Cleveland

To:

Megan Wasley

Subject:

FW: Freedom of Expression survey follow-up question

Date:

Friday, January 4, 2019 1:21:42 PM

From: Beth Schommer <beth.schommer@uwrf.edu>

Sent: Friday, August 10, 2018 2:27 PM

To: Sandra Cleveland <scleveland@uwsa.edu>

Subject: RE: Freedom of Expression survey follow-up question

Hello Sandra,

Oh my... Those are indeed typos, and are completely my responsibility. I apologize and thank you for catching/correcting them!

Beth

From: Sandra Cleveland < scleveland@uwsa.edu>

Sent: Friday, August 10, 2018 2:15 PM

To: Beth Schommer < beth.schommer@uwrf.edu>

Subject: Freedom of Expression survey follow-up question

Hi Beth,

I'm analyzing the freedom of expression surveys and just noticed that the dates associated with some of the UWRF activities are in the future. I assume this is just a typo and it's meant to be 2017, but didn't want to change them without verifying first. Should these all be 2017?

Description of Activity Discussed new Regent Policy Document on freedom of expression as it relates to UW-River Falls at October 16 and October 31 meetings of Chancellor's Cabinet. Discussions included required reading of 2017 document published by AGB Press, "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" and article in the July/August 2017 edition of AGB Trusteeship Magazine "When the Middle Ground Is the High Ground: Free Speech and the University".

Target Audience (Students or Employees) UW-River Falls senior leadership (employees): Provost and Vice Chancellor for Academic Affairs; Assistant Chancellor for Business and Finance; Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation; Assistant Chancellor of Student Affairs; Executive Assistant to the Chancellor; Executive Director for Facilities Planning and Management; Executive Director, Admissions & New Student and Family Programs; Athletics Director; Dean, College of Arts and Sciences; Dean, College of Agriculture, Food and Environmental Sciences; Dean, College of Education and Professional Studies; Dean, College of Business and Economics

Estimated # of Students/Employees Impacted 13
Date(s) of Activity October 16, 2018 and October 31, 2018.

3

Description of Activity Campus Climate Survey Follow up Action Items distributed and discussed at October 31 Leadership Assembly, further discussed at November 21 Campus Leadership Workshop GOAL 4: support faculty ability to address difficult or sensitive issues in the classroom. These actions will help ensure understanding of, and adherence to, prevailing guidelines on academic freedom (AAUP, UW System, etc.) by all faculty and IAS, and promote culture of faculty and instructor confidence in working effectively with differing viewpoints. GOAL 5: foster a culture of healthy argumentation and debate especially amongst students. These actions are aimed at supporting students' ability to engage in appropriate, healthy dialogue on difficult topics; encouraging students to interact with others who may hold different opinions or come from different backgrounds; and modelling good debate practices, following rules of civil discourse and productive dialogue, focusing on evidence-based arguments, etc.

Target Audience (Students or Employees) UW-River Falls leadership and shared governance - Leadership Assembly: all administrators at a manager or director level or above; - Campus Leadership Workshop: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted approximately 100 Date(s) of Activity October 31, 2018 and November 21, 2018

4

Description of Activity RPD 4-21 discussed as it applies to various case studies at November 21 Campus Leadership Workshop (Agenda Item): Freedom of Expression on Campus – Interactive Discussion General context (please review prior to meeting if possible): - UW System Policy on Freedom of Expression - American Association of University Professors (AAUP) Guidance on Freedom of Expression and Campus Speech Codes and FAQs on Academic Freedom in the wake of the 2016 election Additional reading that may also be of interest: - Association of Governing Boards of Universities and Colleges (ABG) publication "Freedom of Speech on Campus: Guidelines for Governing Boards and Institutional Leaders" Case Studies discussion: We will break into small groups and discuss how our campus might respond to various free speech scenarios. (ATTACHED)

Target Audience (Students or Employees) UW-River Falls leadership and shared governance: Chancellor's Cabinet, all shared governance executive bodies, all faculty senate members, all standing committee chairs

Estimated # of Students/Employees Impacted approximately 45 directly Date(s) of Activity October 31, 2018 and November 21, 2018

Sandra Cleveland Policy Analyst Office of the Board of Regents University of Wisconsin System Phone: (608) 262-2325

Email: scleveland@uwsa.edu

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

University of Wisconsin - Stevens Point

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1, 2017**, and **June 30, 2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

	Description of Activity	Target Audience (Students or Employees)	Estimated # of Students/Employees Impacted	Date(s) of Activity
1	Hate Speech Is Not Free Speech Or Is It? A Discussion About the First Amendment in 2017	open for students and employees	100	September 18, 2017
2	Let's Talk Politics	students and employees	30	Novermber 8, 2017
3	Keynote Conversation for the Annual Teaching Conference	students and employees	70	January, 2018
4	Four week course on free speech and hate speech	students	25	1/22/2018-2/23/2018
5	Reading group	students, emloyees, and communty members	20	April and May, 2018

0	-	-	^

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

The Keynote Conversation from our Annual Teaching Conference focused on free speech and hate speech.docx

41.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q1D. E) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

UWSP did not encounter any	y barriers and provided our university com	munity every opportunity to	ensure academic free	dom and freedom of e	xpression.

Q2. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

C Yes

C No

Q2.1. Please provide the following information for each notification to students:

	Date of Notification	Method of Notification	Estimated Number or Percentage of Students Notified
1	11/17/2017	email	8100
2	September, 2017	Chancellor Patterson's presentation to governance group	30
3			
4			odradini spisinjih programa i se se se ika
5			w 1 1 2 15 15 15 15 15 15 15 15 15 15 15 15 15

Q2.2. To report any additional notifications, please attach a summary using the format above.

Campus message-Al.docx

13.3KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q47. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

B) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

0	Yes
C	No

Q48. Please provide the following information for each notification to employees:

Company of the Compan	Date of Notification	Method of Notification	Estimated Number or Percentage of Employees Notified
1	11/17/2017	email	1200
2	September, 2017	Chancellor Patterson's presentaton to the governance group	45
3			
5			

Q49. To report any additional notifications, please attach a summary using the format above.

Campus message-Al.docx

13.3KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q3A. 3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

A) Between **July 1, 2017** and **June 30, 2018**, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

• Yes

C No

Q3B. B) If yes, please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

	Description of information provided during orientation.	Date(s) Provided
1	email notification to all first year students and new transfers after summer registration period	7/23/2018
2		
3		
4		
5		

Q3B.1. If possible, please submit examples of documents or other materials developed to meet this requirement.

orientation notice.docx

14.9KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q30. Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

UWSP is planning to create a free speech/freedom of expression website similar to the University of Tennessee -Knoxville's Free Speech website: https://freespeech.utk.edu/

Q31. Optional: Upload additional supporting documents.

Q26. Contact Person:

Name Al Thompson

Title Vice Chancellor for Student Affairs

Email Address althomps@uwsp.edu

Phone Number 715-346-2481

Q15.1. B) Complaints about Students

For each formal complaint about a student, please describe the above strative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This abostion was not displayed to the respondent

O18.1a.

Complaint of 0

Date Reported: (nm/dd/yyyy)

This aposton was not displayed to the respondent.

Q15.10. Describe the alleged violation.

This abostion was not displayed to the reviewed en-

Q18.1d. Describe the administrative response and outcome.

This appearance was not displayed to the respondent

Q18,1c.

Was this the student's first, second, or third (or more) wolation?

Then a vestion was not alsolayou to the respondent

Q25. Did the disciplinary process result in the student's suspension or expulsion?

This accession was not displayed to the respondent

Q18.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This quastion was not displayed to the respondent.

Q1B.2s. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This question was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent.

Location Data

Location: (44.552597045898, -89.516700744629)

Source: GeoIP Estimation

University of Wisconsin-Stevens Point's Freedom of Expression Programming

- 1. College of Letters and Science sponsored: "Hate Speech is Not Free Speech... or is it? program: https://spin.uwsp.edu/event/1507190
- Let's Talk Politics Third in the Communication & Conflict Series
 Bring your lunch to the DUC Encore Room on Wednesday, November 8, from 11 a.m. to noon, for a free presentation by Tom Salek, Ph.D., Assistant Professor, Division of Communication.
 Topic: Let's Talk Politics
 A year after the heated 2016 election, learn more about how to engage in productive and
- peaceful political discussion.The Keynote Conversation from the Annual Teaching Conference focused on free speech and hate speech. Here's the agenda for that event:
- 4. John Blakeman, Political Science and Josh Horn, Philosophy gave a four week course on free speech and hate speech in Spring Semester 2018. I included a screen shot with more information below.

https://www.uwsp.edu/citl/documents/ConferenceAgenda.pdf

21						
Class	Section	Days & Times	Room	Instructor	Meeting Dates	Status
42701	01-LEC Four Wk 1	Mo 4:00PM - 5:30PM	Collins Classrm Ctr (CCC) 101	Charles Joshua Horn, John Blakeman	01/22/2018 - 02/23/2018	•

Topic: Free Speech and Hate Speech Notes: This is a combined section class

Description of the four week course: Free speech on college campuses is a hot topic in Stevens Point and nationwide. While some people call for restrictions on communication that could be considered hate speech, others argue such limits threaten a free exchange of ideas.

5. UW-Stevens Point organized a reading group comprised of community members and students to take a closer look at the subject. Led by professors <u>John Blakeman</u>, chair of the Department of Political Science, and <u>Josh Horn</u>, assistant professor in the Department of Philosophy, the group will read and discuss "<u>Free Speech on Campus</u>," a new book by constitutional law experts Erwin Chemerinsky and Howard Gillman.

Description of the reading group: "Controversies over freedom of speech on college campuses have existed as long as there have been college campuses," the authors write in the book's preface. "But the specific issues vary with each generation. In recent years the tension has been between the desire to protect the learning experience of all students and the desire to safeguard freedom of expression."

Community members and UW-Stevens Point students are invited to participate in the reading group. Participants will meet three times on campus on to-be-determined dates in April and May. The first meeting will introduce the book and the parameters of the discussion. The second and third meetings will be 90-minute sessions divided into large- and small-group discussions of topics covered in the book.

Interested students or community members should contact Scott Tappa in the College of Letters and Science at stappa@uwsp.edu or 715-346-4211.

SEND TO STUDENTS, FACULTY, STAFF 11-17

SUBJ: Student organization

Dear students, faculty and staff,

Our campus community has been the focus of local and state media reports this week following SGA's vote to deny a group's recognition as a student organization. We will send the following statement today to media that have inquired:

The Student Government Association at UW-Stevens Point voted to deny Turning Point USA's request to be recognized as a student organization at SGA's weekly meeting on November 9. I asked SGA to reconsider its action on November 16, based on UW-Stevens Point and UW System policies recognizing student organizations, SGA guidelines on viewpoint neutrality and a UW Board of Regents policy on academic expression. In the absence of further SGA action on November 16, I have determined that Turning Point USA meets the requirements to be recognized as a student organization at UW-Stevens Point.

UW-Stevens Point's strategic plan outlines our mission, vision and values, which include valuing diversity and inclusivity. We define diversity as differences in background, identity, ability and more; includes race/ethnicity, gender role and identity, age, religion, political perspective, sexual orientation, nontraditional student, veteran, disability, chronic illness and socioeconomic status.

UW-Stevens Point is a teaching and learning institution, and this process has been a learning experience for all. As an institution that values diversity and the freedom to explore all ideas, even unpopular ones, UW-Stevens Point remains committed to a learning environment that respects multiple viewpoints and ensures discourse is civil and our campus is safe for all.

Al S. Thompson Vice Chancellor for Student Affairs

This has been a learning experience for all involved at UW-Stevens Point. This decision was informed by the policies below and the United States Supreme Court decision in Healy v. James, 408 U.S. 169 (1972):

https://www.uwsp.edu/centers/CASE/pages/orgs/Student-Org-Requirements.aspx

https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/segregated-university-fees/

https://www.wisconsin.edu/regents/policies/commitment-to-academic-freedom-and-freedom-of-expression/

Sincerely,

This is the email that was sent out by the Dean of Students to all incoming first-year and transfer students:

Greetings:

As new members of the UW-Stevens Point community, we wanted to take a moment to share an important University of Wisconsin System policy with you: *Commitment to Academic Freedom and Freedom of Expression*.

- Academic freedom includes the freedom to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one's own scholarly discernment.
- Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom.

Different ideas in the university community will often and quite naturally conflict. But it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive. Although the university greatly values civility, concerns about civility and mutual respect can never be used as justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members within the university community.

The freedom to debate and discuss the merits of competing ideas does not mean that members of the university community may say whatever they wish, wherever they wish. Consistent with longstanding practice informed by law, institutions within the System may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or discriminatory harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the university. In addition, the institutions may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt ordinary activities.

Please see the full text of Regent Policy 4-21: Commitment to Academic Freedom and Freedom of Expression at

https://www.wisconsin.edu/regents/policies/commitment-to-academic-freedom-and-freedom-of-expression/

We are <u>very</u> excited that you will be join us this fall and if you have any questions, please let us know!

Take care and enjoy the rest of your summer, Troy

Al – A quick note to let you know that all first-year and transfer students who attended STAR this summer have received the information about Regent Policy 4-21: *Commitment to Academic Freedom and Freedom of Expression* via email from my office. The email was sent to 1,669 students (1,391 FY and 278 transfers).

Q24. 2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Q25. Submitted on Behalf of: (UW Institution)

UW-Stout

Q1A.

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

A) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between **July 1**, **2017**, and **June 30**, **2018**?

Note: A formal complaint is one which has been referred to the disciplinary process.

Q1A.1. Number of Formal Complaints about Students

0

Q1A.2. Number of Formal Complaints about Employees

0

Q1C. D. Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

Target Audience (Students or Estimated # of **Description of Activity** Employees) Students/Employees Impacted Date(s) of Activity Chancellor Meyer worked to get the new Center for the Hard to estimate: hundreds Study of Institutions off the attended two weeks of events Students, employees and the Center in existence 2017-18 ground. Details: throughout the year and more https://www.uwstout.edu/about public academic year on partner campuses in the -us/news-center/major-**UW System** donation-leads-new-academic center-uw-stout

	Chancellor Meyer participated in the first CSII panel on campus that discussed the BOR new policy (included also former Regent Tim Higgins and John Nichols of the Capital Times). Other events were held throughout the week.			
2 ·	Topics included Controversial Campus Speakers; Freedom	Students, employees and the	Over 300	Week of Oct. 16-20, 2017
•	of Creative Expression; Accidental Courtesy: Daryl Davis meets the KKK; Free Speech in the Classroom; Three Perspectives on	public	Over 600	Week 61 Gdt. 10-20, 2017
	Confederate Monuments, Flags and Symbolism; and a high school First Amendment workshop. Supported the CSII Civil			
3	Liberties Symposium on campus in April 2018. Details are available at https://www.uwstout.edu/about-us/news-center/civil-libertiessymposium-encourage-peopletalk-about-difficult-subjects	Students, employees and the public	Over 300	April 4-5, 2018
4	Initiated a revision of the UW- Stout Facility Use Policy to includes the BOR Freedom of Expression Policy and make other changes	Students, employees and the public	Hard to estimate	Policy revisions will be considered by governance groups in fall 2018
5				
Q28. To report additional activities	s, please attach a summar	y using the same format a	s above.	
Q1C.2. If possible, please provide example	les of brochures, handouts	s, etc. that illustrate the na	ture of each activity.	
Q1D. E) Please describe any barr past year, if any, along with any st	iers to ensuring academic teps the institution took to	freedom and freedom of ereduce those barriers.	expression encountered by	the institution during the
None noted				
Q2. 2) Annual Notification of Bo	oard Policy on Academic	Freedom and Freedom	of Expression.	

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom

A) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

C Yes

and freedom of expression.

i.). Priease provide the robowing information for each notification to situems.	
has question was not alsplayed to the respondent	
E.2. To report any additional notifications, please altach a summary using the formal above.	
hus question was not displayed to the respondent	
77. 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.	
V institutions are required to notify all students and employees at each institution each year of the Board's policy on academic f d freedom of expression.	reedom
Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?	
C Yes C No	
8. Please provide the following information for each notification to employees:	
his question was not displayed to the respondent	
9. To report any additional notifications, please attach a summary using the format above.	
tes assistion was not displayed to the respondent	, ,
3A. 3) Freshman and Transfer Student Orientation.	
ch UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as par titution's orientation for freshman and transfer students.	t of the
Between July 1, 2017 and June 30, 2018 , did the institution develop information regarding freedom of expression to provide shman and transfer students during orientation?	to
C Yes ⊙ No	
8B. B) If yes, please describe the method(s) the institution used to provide information regarding freedom of expression during entation.	
his accession was not displayed to the respondent	
IB. 1. If possible, please submit examples of documents or other materials developed to mast this requirement.	
has question was not algoloped to the respondent	
80. Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?	
Because the Board of Regents did not adopt said policy until the October 2017 board meeting, there was no opportunity to provide a notification to students at orienta 2017 or to send out notices to students and employees at the beginning of the 2017-18 academic year. Those notices will be sent out for the 2018-19 academic year	

Q26. Contact Person:

Name	Doug Mell
Title	Executive Director of Communications and External Relations
Email Address	melld@uwstout.edu
Phone Number	715 232 1198

Q15.1. B) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

This question was not displayed to the respondent

Q18.1a. Complaint of 0

Date Reported: (mm/dd/yyyy)

This question was not displayed to the respondent

Q18.1b. Describe the alleged violation.

This quastion was not alaplayed to the respondent.

Q18.1d. Describe the administrative response and outcome.

This question was not a splayed to the respondent

Q18.1c.

Was this the student's tirst, second, or third (or more) violation?

This question was not displayed to the respondent.

Q28. Did the disc or nary process result in the student's suspension or expulsion?

This question was not displayed to the respondent.

Q18.2. C) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

This question was not airplayed to the respondent

Q18.2a.

Complaint of 0

Date Reportes: (mm/dd/yyyy).

This question was not displayed to the respondent.

Q1B.2b. Describe the alleged violation:

This guestion was not displayed to the respondent.

Q1B.2d. Describe the administrative response and outcome:

This question was not displayed to the respondent.

Location Data

Location: (44.847106933594, -92.000900268555)

Source: GeoIP Estimation

From:

Sandra Cleveland

To:

Megan Wasley

Subject:

FW: UW-Superior - Freedom of Expression Survey

Date:

Friday, January 4, 2019 1:23:55 PM

Attachments:

image001.png

UW-Superior 2017-18 Questionaire on Implementation of RPD 4-21 - Word Version HFA info.docx

Academic Dean"s Update 1.19.18.msg

CETL weekly email Connecting with Community.msg Equity Diversity and Inclusion Events.msg

From: Jess Lathrop

Sent: Friday, July 27, 2018 9:07 AM

To: Sandra Cleveland <scleveland@uwsa.edu>

Subject: FW: UW-Superior - Freedom of Expression Survey

From: Seguin, Debra [mailto:dseguin@uwsuper.edu]

Sent: Friday, July 27, 2018 8:58 AM

To: Emily Gleason < egleason@uwsa.edu >; Jess Lathrop < ilathrop@uwsa.edu >

Cc: Renee Wachter < rwachter@uwsuper.edu >; handerso@uwsuper.edu; Jerel Benton

<ibenton1@uwsuper.edu>

Subject: UW-Superior - Freedom of Expression Survey

Good morning Emily and Jess,

Please accept this email on behalf of Chancellor Renée Wachter. Attached you will find the 2017-18 Questionnaire on Implementation of RPD 4-21 Commitment to Academic Freedom and Freedom of Expression Survey. We have also attached the supporting documentation to our responses.

Please let me know if you have any questions or need additional information. Sincerely,

Debbie Seguin

Executive Assistant to the Chancellor

Office of the Chancellor

University of Wisconsin-Superior

Old Main 212

PO Box 2000

Superior, WI 54880

dseguin@uwsuper.edu 715.394.8079



2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression3) Freshman and Transfer Student Orientation

Submitted on Behalf of: (University of Wisconsin - Superior)

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Note: A formal complaint is one which has been referred to the disciplinary process.

Number of Formal Complaints about Students: 0

Number of Formal Complaints about Employees: 0

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

Description of Activity: Reviewed campus policies to ensure

Target Audience (Students or Employees): students and employees

Estimated # of Students/Employees Impacted: all

Date(s) of Activity: July 2017 & August 2017

Description of Activity: Added policy to Dean of Students Website and student handbook

Target Audience (Students or Employees): students

Estimated # of Students/Employees Impacted:

Date(s) of Activity: September 2017

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

https://www.uwsuper.edu/studentconduct/policies/index.cfm

Description of Activity: Facilitated Group discussion with students

Target Audience (Students or Employees): students

Estimated # of Students/Employees Impacted: 20

Date(s) of Activity: November 1 & 3rd, 2017

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Description of Activity: Training of Chancellor's Cabinet on Academic Freedom Policy by UW-System Legal

Target Audience (Students or Employees): employees

Estimated # of Students/Employees Impacted: 13

Date(s) of Activity: January 10th, 2018

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Description of Activity: Academic Dean's Update 1.19.18 e-mail

Target Audience (Students or Employees): employees

Estimated # of Students/Employees Impacted:

Date(s) of Activity: Academic Dean's Update 1.19.18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

See attached e-mail from Dean Yohnk (Academic Dean's Update 1.19.18)

Description of Activity: Academic Dean's Update 1.19.18 e-mail

Target Audience (Students or Employees): employees

Estimated # of Students/Employees Impacted:

Date(s) of Activity: Academic Dean's Update 1.19.18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Description of Activity: CETL weekly email: Connecting with Community

Target Audience (Students or Employees): employees

Estimated # of Students/Employees Impacted:

Date(s) of Activity: 3/12/18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

See attached e-mail from Monica titled "CETL weekly email: Connecting with Community"

Description of Activity: CETL weekly email: Connecting with Community

Target Audience (Students or Employees): employees

Estimated # of Students/Employees Impacted:

Date(s) of Activity: 3/16/18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

See attached e-mail from Monica titled "CETL weekly email: Connecting with Community"

Description of Activity: CommUnity Conversations "Freedom of Speech and Academic Freedom" — March 16 @ 11:30am-1:00pm—CETL (Swenson 2076)—Collaboration between EDI and CETL

Target Audience (Students or Employees): students

Estimated # of Students/Employees Impacted:

Date(s) of Activity: 3/16/18

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

See attached e-mail from Jerel titled "Equity, Diversity, and Inclusion Events"

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

2)	Annual Notification of Board	Policy on	Academic	Freedom a	and Fro	eedom o	f
Ex	pression.						

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

Please provide the following information for each notification to students:

Date of notification:

Method of notification:

Estimated Number or Percentage of Students Notified:

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Please provide the following information for each notification to employees	s:
Date of notification:	
Method of notification:	1

Estimated Number or Percentage of Employees Notified:

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

There was nothing handed out during orientation to new students.

3.B.) If yes to 3.A	., please describe	the method(s) th	e institution	used to provide
information regar	ding freedom of ex	pression during	orientation.	

Description of information provided during orientation:

Date(s) provided:

If possible, please submit examples of documents or other materials developed to meet this requirement.

Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

(Optional: Submit additional supporting documents.)

Contact Person:

Name: Harry Anderson

Title: Dean of Students

Email Address: handerso@uwsuper.edu

Phone Number: 715-394-8241

From: Subject: Yohnk, Dean R

Subject: Date: Academic Dean"s Update 1.19.18 Friday, January 19, 2018 2:05:33 PM

Attachments:

image001.gif image002.jpg image007.jpg image008.jpg



Academic Dean's Update 1.19.18

Considering the Respectful Campus Statement and Vision

In recent days a number of campus community members have expressed to me that they are experiencing or witnessing incidents that they do not believe our consistent with our Respectful Campus Statement.

As stated in this document, "the University of Wisconsin-Superior is committed to promoting a respectful working, learning, and social environment where all members of the university community work together in a mutually respectful and healthy environment." The document goes on to state that our campus community must be "committed to providing a respectful campus, free of bullying, harassment, discrimination, violence, (and) incivility."

As our new semester begins, I ask that each of us review and consider the Respectful Campus Statement and strive to abide by its values and vision. As Academic Dean, I am committed to embracing and abiding by this statement in all that I say and do.

New Regent Policy: Academic Freedom and Freedom of Expression Policy

The Board of Regents has approved a <u>Commitment to Academic Freedom and Freedom of Expression policy</u> for the UW System. The purpose of the policy is to communicate the Board's commitment to academic freedom and freedom of expression, as well as set expectations for those who violate those freedoms. The policy builds upon the resolutions the Board passed in <u>December 2015</u> and <u>July 2017</u>. "Campuses across the country are wrestling with the question of appropriate behavior of students. The University of Wisconsin is a large system and I believe we need consistent learning environments at all of our institutions," said Regent President John Robert Behling.

"Through this policy, we inform students and taxpayers that we can provide a world-class education in an atmosphere where civility, respect, and safety is required and expected."

Dean's Daily Open Office Hours

This is a friendly reminder that I hold open office hours (Swenson 3061) Monday thru Friday from 8:15-8:45 a.m. and from 4:00 – 4:45 p.m. Occasionally I will have another meeting conflict so if you want to make certain that I am available on any given day please schedule an appointment with Karen Nevin at knevin1@uwsuper.edu.

Please note that I will NOT have office hours from next week from Jan. 24-26. Associate Dean Dr. Monica Roth Day and I will be participating the annual meeting of the <u>Association for American Colleges and Universities</u>.

Academic Affairs Success Stories

Dr. Sakib Mahmud, Associate Professor of Sustainable Management and Economics, was one of the panelists at the Almanac North Live at WDSE-WRPT, a member of the Public Broadcasting Service (PBS), on January 5th, 2018. The discussion mainly revolved around some of the top economic trends/stories of last year and about what might be the possible "outlook" for the year of 2018. The economic outlook discussion session starts just after 12:49 minutes. Please, check also the, "End of Topic Season" & "Trafficking Awareness Month" conversations, just before our event. Worth listening!!!

Dr. Lois Guderian, Associate Professor of Music, has had the second edition of her textbook for teaching and learning in music published by co-publishers Roman and Littlefield and the National Association for Music Education (NAfME). First published in 2008, the new edition includes many of the educator-preparation handouts that Dr. Guderian uses with our education and music education majors at UWS, and also for state and national professional development conference presentations. The text is an example of current 21st century aims of education and the new National Standards for Music Education (2014). It is designed in a way that interconnects and interrelates teaching and learning in all content areas of music education. Targeted as a text for educator preparation in higher education, and especially useful for helping pre-service educators to develop understanding for sequential teaching and learning in music under the national umbrella standards of performing, responding and creating, and under the aims of national performance assessments for licensure.

Academic Affairs in the News

Relationships Are Central to the Student Experience. Can Colleges Engineer Them?

By Beckie Supiano, January 18, 2018, The Chronicle of Higher Education

Colleges Make America Stronger

By Clayton Rose, January 16, 2018, U.S. News & World Report

Advancing King's Vision for Human Rights with Racial Healing, Inclusion, and Equality By JoAnn Kamuf Ward, January 15, 2018, HuffPost

I hope that you all have a positive and productive start to the spring 2018 term!

Dean

Dean Yohnk

Dean Yohnk, Ph.D.

Dean of Academic Affairs & Graduate Studies

University of Wisconsin - Superior

dyohnk@uwsuper.edu / Phone - 715.394.8131 / New Office - SWEN 3066

Preferred Pronouns: He, Him, His



Dean's Biography: https://www.uwsuper.edu/directory/dean-yohnk dyohnk

Dean of Academic Affairs Website: https://www.uwsuper.edu/deanfaculties/index.cfm

<u>Dedicated to Our Mission:</u> "The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region."



From:

mrothday@uwsuper.edu

To:

Faculty List; Instructional Academic Staff; Academic Staff; University Staff

Subject:

CETL weekly email: Connecting with Community

Date:

Monday, March 12, 2018 8:32:29 AM

Attachments:

Diversity and Inclusivity Activities Spring 2018.pdf
CETL 2018 Call for Proposals for Scholarship of Teaching and Learning Homegrown.pdf

Director, Center for Excellence in Teaching and Learning



March 12, 2018

Advisement, mid-terms, spring break....the semester is moving along and soon we'll be attending senior presentations and celebrating graduation. In the midst of the semester, things can seem all-encompassing and at times overwhelming. (For tips on managing work while promoting student learning, please see

https://www.facultyfocus.com/articles/teaching-professor-blog/save-time-promote-learning-yes-can/).

The ability to connect with others whether in a learning session, over coffee, or at a campus event builds community even as it helps us know that we're not alone in our work with students.

Community is evident in the work of CETL! While we have many "bright spots", I'd like to highlight a few:

- 1. The Scholarship of Teaching and Learning Homegrown Poster session was last Wednesday. Scholars highlighted their results and shared ideas on their path in SoTL. I saw connections being made with links for future collaborative endeavors. Kudos to the scholars and facilitators Hilary Fezzey and Sakib Mahmud for their work! For information on each of the projects, please go to our CETL blog at https://uwscetl.wordpress.com/. The call for proposals for this year's group is out (due date April 16); please see attached and contact Hilary and Sakib with questions.
- 2. This coming Friday, March 16 from 11:30 a.m. 12:50 p.m. in the CETL conference room (Swenson 2074) is **Freedom of Speech, Academic Freedom, and Freedom of Expression.** This session is the second in our series CommUnity Conversations, a collaboration with Equity, Diversity and Inclusion. A growing national debate has broken out over the extent to which colleges/universities, the media, places of employment, and other entities should monitor individual expression and speech. Particularly in places of learning, most would agree that a balance must be established between community standards, students' rights to feel safe, academic freedom, and the ability of individuals to express controversial or unpopular opinions and perspectives. Come and learn about the legal boundaries and implications of free speech in the University setting. Light refreshments will be served.
- The Global Awareness and Inclusivity Community of Practice (which meets THIS
 Wednesday from noon 12:50 p.m. in CETL) developed a book club last fall, focusing on
 "White Folks" by Tim Lensmire. Several book groups met multiple times for discussion,

and Lynn Goerdt is organizing a final group of folks before the author comes to campus on March 29 from 11:30 to 1 p.m. in the Multicultural Center. Please contact her if you're interested, or Jerel Benton to learn more about the event (https://www.uwsuper.edu/edi/news/diversity-dialogue-with-dr-tim-lensmire_event2558603). Additionally, please see a list of events related to equity, diversity and inclusion attached that was developed by the CoP.

The CETL staff continues to grow our own culture and community as we expand in staff and services. We were pleased to welcome **Thora Papineau**, our new CETL program associate. An alumni of UW-Superior, she is quickly learning the current context, processes and policies of our campus even as she brings new and insightful ideas to CETL.

Not a day goes by in CETL without a consultation, collaborative meeting, or event. Some of the more common topics we're working with folks on:

- using D2L functions to heighten student learning and help with time management;
- creating flipped classrooms and videos for face-to-face and online classrooms;
- implementing critical incidence questionnaires for formative assessment of classroom learning and culture.

Thank you for engaging with our staff and services! Please let us know your ideas and how we can better serve you by emailing me or cetl@uwsuper.edu.

Monica Roth Day, EdD, MSW, LGSW

Preferred gender pronouns: she, her, hers

Professor, Social Work (Department of Human Behavior, Justice and Diversity)

Associate Dean of Academic Affairs

Director, Center for Excellence in Teaching and Learning

University of Wisconsin Superior

Office: 2072 Swenson Hall Phor

Phone: 715-394-8486

Skype: monica.roth.day

Mailing address: PO Box 2000, Superior, WI 54880

The Center for Excellence in Teaching and Learning (CETL) provides the campus community with services, resources and support to foster meaningful student learning, quality teaching, and supportive advising within a liberal arts tradition. We believe that teaching and learning is the role of all campus members.

www.uwsuper.edu/cetl





You are encouraged to participate in these events, no matter your role on campus, in order to support our diverse campus community. We all have a role in student success and retention. Please keep in mind, this list is not exhaustive but provides a multitude of events for you to get engaged in. We hope to see you there!

		February	
February 15 th	11:30 AM- 12:50 PM	Community Conversations, Swenson 2076	
February 16 th	5:30-7:00	Oxfam Hunger Banquet, Pilgrim Lutheran Church	
February 18th	4-7 PM	Family Bowling, Village Lanes, 6419 Tower Ave. Superior, sponsored by VNSC	
February 20 th	7:30-9:00 PM	Mexican Music for Flute and Piano, Webb Recital Hall	
February 21 st	5:00 PM	Life After F-1: What every student needs to know about immigration options after graduation. Swenson 2012	
ebruary 23 rd , 24 th	7:30 PM	Children of the Holocaust, Manion Theater, Purchase tickets online or door	
February 24th	5:30 PM	Soul Food Dinner, Yellow Jacket Union Great Room, ticket needed	
February 25 th	2:00 PM	Children of the Holocaust, Manion Theater, Purchase tickets online or door	
February 27 th	4:30 PM	3D (Dinner, Discussion, and Documentary) on Stonewall @ Multicultur Center, OM 232	
Entire Month		Kindness Quilt Creation at VNSC, OMA, GERC offices	
		March	
March 3 rd	5:00 PM	Cultural Night, Thorpe Langley Auditorium	
March 5 th	6-8 PM	Free Film Screening of Resilience, Cathedral of Christ The King, 1111 Belknap Ave, Superior	
March 8 th	6-7:30 PM	Embracing & Envisioning Superior – Equity, Diversity & Inclusion, Fait United Methodist Church: 1531 Hughitt Ave, Superior (RSVP)	
March 8 th	4-7:00 PM	Seussville Family Fun Night @ UWS Library	
March 9 th	6-9:00 PM	Free Poker Night, Multicultural Center, sponsored by VNSC	
March 29 th	11:30 AM - 1:00 PM	Diversity Dialogue, Multicultural Center- Author of 'White Folks', Timothy Lensmire	
		April	
April 24 th	3-7:00 PM	Veterans Expo, YU Great Room	
April 26 th	5-8 PM	What Were You Wearing, WITC	
April 27 th	5:30-7:00 PM	Final Fridays dinner, Pilgrim Lutheran Church; African and Middle East	

Center for Excellence in Teaching and Learning 2018 Call for Proposals: Scholarship of Teaching and Learning (SoTL) Program

DUE DATE: April 16, 2018 to cetl@uwsuper.edu

PROJECT COORDINATORS: Dr. Hilary Fezzey and Dr. Sakib Mahmud

WHAT: Proposals from faculty and academic staff to design and implement a SoTL project in 2018-19 academic year; each project receives a \$1000 stipend payable 75% in June 2018 with the final 25% payable upon completion of project.

WHO: All faculty and academic staff who interact with students. This includes adjunct instructors at UW - S. Preference will be given to those who have not yet participated in the SoTL Program. Teams (2+ people) may submit a collaborative proposal.

WHEN: Proposals due on April 16, 2018 via email to cetl@uwsuper.edu.

WHY: SoTL is a growing international phenomenon in higher education linked to quality teaching and learning as well as assessment of student learning. UW-Superior has always supported SoTL projects, but this is our opportunity to increase the number of faculty and staff who understand and can use SoTL in their work.

PROPOSAL CONTENT: Please include all of your application materials in one file.

- Name, title, background with SoTL in the past (no previous experience is required to qualify for this project)
- Proposed project abstract: no more than 750 words describing your project, the course or student learning experience you expect to use to test the project, and an outline of your project design (project specifics may change during Spring and Summer 2017 design phase)
- Specifically link your project to a particular course or student learning experience that you will be teaching or facilitating in Fall 2018 in order to run the project/ obtain data
- Chair or Supervisor endorsement

EVALUATION CRITERIA:

- Significance of project to SoTL field
- Support of CETL's mission and vision
- Organization and quality of writing
- · Feasibility of completing project on time

COMMITTMENT TERMS:

- Attend all cohort meetings in Summer 2018 (Friday, May 25 from 9 a.m.-3 p.m.); Fall 2018 (Monday, August 20 from 9 a.m. – 3 p.m.) and Spring 2019 (date and time to TBD). Zoom/web-conferencing is an option.
- Complete project outline and IRB proposal by start of Fall 2018 semester
- Facilitate the project in your Fall 2018 class or student learning experience and collect/analyze data
- Prepare a public poster session for date to be designated in Spring 2019 for campus/public dissemination; consider submitting for OPID Spring Conference 2019 as well

From:

Jerel Benton

To:

Everyone (Students)

Subject:

Equity, Diversity, and Inclusion Events Tuesday, March 13, 2018 7:59:02 AM

Date: Attachments:

image001.png AllOfMePosterletter[6].pdf

Diversity Dialogue-TL.pdf

Open House!.jpg



March 12, 2018

Good Morning,

The University has adopted its first Strategic Equity, Diversity, and Inclusion Plan. You may access this plan by clicking the link below. Please review and see what goals and strategies we will be trying to accomplish over the next three years!

https://www.uwsuper.edu/edi/equity-diversity-inclusion-plan/index.cfm

Upcoming Campus Events—See attached Flyers

CommUnity Conversations "Freedom of Speech and Academic Freedom"—March 16 @ 11:30am-1:00pm—CETL (Swenson 2076)—Collaboration between EDI and CETL

Our special guest Wade Harrison from UW System legal will share his thoughts on the below CommUnity Conversation description.

"A growing national debate has broken out over the extent to which colleges/universities, the media, places of employment, and other entities should monitor individual expression and speech. Particularly in places of learning, most would agree that a balance must be established between community standards, students' rights to feel safe, academic freedom, and the ability of individuals to express controversial or unpopular opinions and perspectives. Come and learn about the legal boundaries and implications of free speech in the University setting."

"All of Me" Featuring Ignacio Rivera—March 27 @ 5pm—Yellowjacket Greatroom B and C— Sponsored by the Gender Equity Resource Center

All of me is a compilation of poetry, readings, skits and storytelling spanning two decades of memories and transformations. Ignacio G (Hutiá Xeiti) Rivera, M.A. who prefers the gender neutral pronoun, They, is an Activist, Writer, Educator, Sex(ual) Healer, Filmmaker, Performance Artist and Mother. Ignacio has over 20 years of experience on multiple fronts, including economic justice, anti-racist and anti-violence work, as well as mujerista, LGBTQI and sex positive movements. Their work is influenced by their lived experience of homelessness, poverty and sexual trauma. Ignacio's work is also driven by the strengths of identifying as a survivor,

transgender, Yamoká-hu/Two-Spirit, Black-Boricua-Taíno and queer.

YOU DON'T WANT TO MISS THIS GREAT PERFORMANCE!!!

<u>Diversity Dialogue w/ Tim Lenmire—March 29 @ 11:30am-1:00pm—Multicultural Center (Old Main 232)—Sponsored by EDI, CETL, and Global Awareness and Inclusivity Community of Practice</u>

Dr. Tim Lensmire is the author of "White Folks". His book explores the experiences and stories of eight white people from a small farming community in Northern Wisconsin. The book examines how white people learn to be "white" and reveals how white racial identity is dependent upon people of color; even in situations where white people have little or no contact with racial others.

Equity, Diversity and Inclusion Open House/Meet and Greet—March 29 @ 3:00pm-5:00pm— Multicultural Center (Old Main 232)

Join us as we welcome our new staff member, Katrina "Kat" Werchouski, to the UW-Superior community and learn more about the Office of Multicultural Affairs! Light refreshments will be served.

Follow us on Facebook: https://www.facebook.com/EDIUWS/

Jerel Benton

Director of Equity, Diversity and Inclusion/Senior Diversity Officer Old Main 208 | Belknap & Catlin | PO Box 2000 Superior, WI 54880

715.394.8015

Preferred Pronouns: He, Him, His

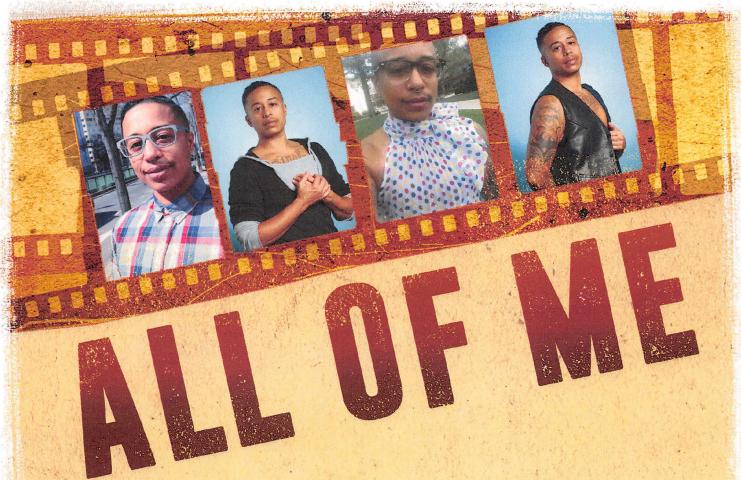
ibenton1@uwsuper.edu



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e-mail or phone and **delete** this message and its attachments, if any.



A compilation of poetry, readings, skits and storytelling spanning two decades of memories and transformations.

MARCH 27 = 5 p.m. = YU Great Room

FREE and open to the public Reception to follow performance

Ignacio G (Hutiá Xeiti) RiverA M.A. who prefers the gender neutral pronoun, They, is an Activist, Writer, Educator, Sex(ual) Healer, Filmmaker, Performance Artist and Mother. Ignacio has over 20 years of experience on multiple fronts, including economic justice, anti-racist and anti-violence work, as well as mujerista, LGBTQI and sex positive movements. Their work is influenced by their lived experience of homelessness, poverty and sexual trauma. Ignacio's work is also driven by the strengths of identifying as a survivor, transgender, Yamoká-hu/Two-Spirit, Black-Boricua-Taíno and queer.

Supprior

uwsuper.edu/equity

Equity, Diversity and Inclusion

DIVERSITY DIALOGUE FEATURING Dr. TIM LENSMIRE

MARCH 29, 2018 11:30AM-1:00PM OLD MAIN 232 (MCC)



Dr. Tim Lensmire
Author and Professor
University of Minnesota

Dr. Tim Lensmire is the author of "White Folks". His book explores the experiences and stories of eight white people from a small farming community in Northern Wisconsin. The book examines how white people learn to be "white" and reveals how white racial identity is dependent upon people of color; even in situations where white people have little or no contact with racial others.







Equity, Diversity, and Inclusion is hosting an open house, and you are invited!

Join us as we welcome our new staff member, Katrina "Kat" Werchouski, to the UW-Superior community!



Date: March 29, 2018
Time 3:00pm until 5:00pm
Location: Multicultural Center

(Old Main 232)

Light refreshments will be served!

Drawings for free prizes
for those who attend!!!

From:

Sandra Cleveland

To:

Megan Wasley

Subject:

FW: Follow-up question regarding freedom of expression survey

Date:

Friday, January 4, 2019 1:28:09 PM

From: Anderson, Harry F < HANDERSO@uwsuper.edu>

Sent: Wednesday, September 5, 2018 11:46 AM **To:** Sandra Cleveland <scleveland@uwsa.edu>

Subject: RE: Follow-up question regarding freedom of expression survey

Hi Sandra-

I'm unsure. It looks like this e-mail had the To: line left blank. I'm guessing it was BCC'd.

Typically The Academic Dean included Faculty, Instructional Academic Staff, Academic Staff, Adjunct Staff, and Administration.

Unfortunately, the Academic Dean that sent the message out is no longer with the institution. I can try to find additional information if absolutely necessary. I will have to work with campus IT to try and track it down (if that is even possible).

-Harry

Harry Anderson
Dean of Students
Senior Student Affairs Officer
PO Box 2000, Superior, WI 54880
715-394-8244
handerso@uwsuper.edu

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From: Sandra Cleveland < scleveland@uwsa.edu > Sent: Wednesday, September 5, 2018 10:18 AM
To: Anderson, Harry F < HANDERSO@uwsuper.edu >

Subject: Follow-up question regarding freedom of expression survey

Good Morning,

I'm in the process of reviewing the responses to the survey we sent UW System institutions this summer regarding implementation of RPD 4-21. One of the attachments we received from UW-Superior is a copy of an email titled "Academic Dean's Update 1-19-18" that describes the Regents policy on academic freedom and freedom of expression. Do you happen to know who the email was sent to? (All employees? Students? Both?)

Thanks!

Sandra Cleveland Policy Analyst Office of the Board of Regents University of Wisconsin System

Phone: (608) 262-2325

Email: scleveland@uwsa.edu

From:

Sandra Cleveland

To:

Megan Wasley

Subject:

FW: UW-Whitewater Survey Response Friday, January 4, 2019 1:23:12 PM

Date: Attachments:

image001.png

UW-Whitewater Freedom of Expression and Academic Freedom Survey.pdf

UW Whitewater Brochures.zip

Importance:

High

From: Heidenreich, Kari A < Heidenre KA12@uww.edu>

Sent: Tuesday, August 7, 2018 4:49 PM

To: Sandra Cleveland <scleveland@uwsa.edu> **Subject:** UW-Whitewater Survey Response

Importance: High

Sandra,

Attached is UW-Whitewater's survey responses for the Freedom of Expression/Academic Freedom survey. I've also attached some brochures that were handed out to faculty, staff and students at various events this past year.

Please let me know if you have any questions.

Thanks, Kari

Kari Heidenreich

Executive Assistant to the Chancellor University of Wisconsin-Whitewater Office of the Chancellor Hyer Hall, Room 421A 800 West Main Street Whitewater, WI 53190

heidenreka12@uww.edu Phone: 262-472-1921



2017-18 Questionnaire on Implementation of Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"

- 1) Annual Report to the Board of Regents
- 2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression
- 3) Freshman and Transfer Student Orientation

Submitted on Behalf of: (UW-Whitewater)

1) Annual Report to the Board of Regents

RPD 4-21 requires UW System to provide an annual report to the Board of Regents describing UW System institutions' implementation of RPD 4-21. To meet this reporting requirement, please provide the following information regarding implementation of RPD 4-21 at your institution.

1.A.) How many formal complaints, if any, of violations of academic freedom and freedom of expression did the institution receive between July 1, 2017, and June 30, 2018?

Note: A formal complaint is one which has been referred to the disciplinary process.

Number of Formal Complaints about Students:

Number of Formal Complaints about Employees:

At present, no formal complaints were received.

1.B.) Complaints about Students

For each formal complaint about a student, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE STUDENT INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

Was this the student's first, second, or third (or more) violation?

Did the disciplinary process result in the student's suspension or expulsion?

The University has not received any formal complaints about a student with respect to Academic Freedom or Freedom of Expression.

1.C.) Complaints about Employees

For each formal complaint about an employee, please describe the administrative response to the complaint, including any disciplinary proceedings, and the results of the process.

DO NOT INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION REGARDING THE EMPLOYEE INVOLVED.

Complaint [#] of [#]:

Date Reported: (mm/dd/yyyy)

Describe the alleged violation.

Describe the administrative response and outcome.

The University has not received any formal complaints about an employee with respect to Academic Freedom or Freedom of Expression.

1.D.) Please describe any activities the institution adopted between July 1, 2017 and June 30, 2018 to affirm the institution's commitment to academic freedom and freedom of expression.

For each activity, include the date or dates the activity occurred, a description of the activity, the target audience, and an estimate of the number of students or employees impacted (i.e. the number of participants, number receiving messages, etc.).

Description of Activity:

Target Audience (Students or Employees):

Estimated # of Students/Employees Impacted:

Date(s) of Activity:

Description of Activity: Free Speech Colloquium

Target Audience (Students or Employees): both students and employees

Estimated # of Students/Employees Impacted: N/A

Date(s) of Activity: November 14, 2017

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity. N/A

Description of Activity: Civil Discourse World Cafe

Target Audience (Students or Employees): Both students and employees

Estimated # of Students/Employees Impacted: 100

Date(s) of Activity: February 15, 2018

Description of Activity: Faculty Forums on Positive Classroom Climate

Target Audience (Students or Employees): Faculty Estimated # of Students/Employees Impacted: 100

Date(s) of Activity:

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity.

Description of Activity: Brochure on how to manage difficult classroom conversations.

Target Audience (Students or Employees): Faculty and students

Estimated # of Students/Employees Impacted: N/A Date(s) of Activity: Throughout the academic year

If possible, please provide examples of brochures, handouts, etc. that illustrate the nature of each activity. N/A

1.E.) Please describe any barriers to ensuring academic freedom and freedom of expression encountered by the institution during the past year, if any, along with any steps the institution took to reduce those barriers.

Given all of the competing priorities facing our campus, it is a challenge to add this to all of the other demands as well as coordinate programs that meet the needs of the various stakeholders.

2) Annual Notification of Board Policy on Academic Freedom and Freedom of Expression.

UW institutions are required to notify all students and employees at each institution each year of the Board's policy on academic freedom and freedom of expression.

2.A.) Between July 1, 2017 and June 30, 2018, did the institution notify students at the institution of RPD 4-21?

Please provide the following information for each notification to students:

Date of notification: 2/12/2018

2/12/2010

Method of notification:

Email

Estimated Number or Percentage of Students Notified:

2.B.) Between July 1, 2017 and June 30, 2018, did the institution notify employees at the institution of RPD 4-21?

Please provide the following information for each notification to employees:

Date of notification: 2/12/2018

Method of notification: Email

Estimated Number or Percentage of Employees Notified:

3) Freshman and Transfer Student Orientation.

Each UW System institution is required to provide information, consistent with RPD 4-21, regarding freedom of expression as part of the institution's orientation for freshman and transfer students.

3.A.) Between July 1, 2017 and June 30, 2018, did the institution develop information regarding freedom of expression to provide to freshman and transfer students during orientation?

Yes

3.B.) If yes to 3.A., please describe the method(s) the institution used to provide information regarding freedom of expression during orientation.

Description of information provided during orientation:

Date(s) provided:

If possible, please submit examples of documents or other materials developed to meet this requirement.

Here is an overview of how FYE educates students on rights, responsibilities, polices, etc.

1) Warhawks SOAR

- a. Each student received a handout detailing how to access the student handbook, catalog, and annual security report. We refer all students to one place that is up to date with university, system, and federal policies.
- b. Windows to UW-W booklet has become the students folder this year. There is a plethora of campus resource information in this packet, including information about the Dean of Students office explaining students are held to a code of conduct, chapter 14, 17, etc.

2) Warhawk Welcome

- a. We discuss the importance of living in a community, being a positive contributor to the community, student expectations, etc.
- b. We hold a session on sexual assault prevention. Over the last 4 years, we had the company called, Sex Signals. This year we have a new speaker (Keith Edwards) and the session is entitled, 'Creating a Culture of Consent.'

3) New Student Seminar

- a. One of the stated outcomes: Understand your rights and responsibilities and what it means to be a responsible member of the University community. The focus is more on academic integrity, etc. Many instructors go into detail about chapter 14, etc.
- 4) Students receive an email to complete You Got This, the sexual assault prevention online training module over the summer.

Artanya and her staff are already working on updating the student handbook to include the new system policy on academic freedom and freedom of expression.

Optional: Is there any additional information the institution would like to share regarding its implementation of RPD 4-21?

(Optional: Submit additional supporting documents.)

Our <u>2017-2022 Campus Strategic Plan supports the implementation of Regent Policy Document (RPD)</u> <u>4-21, "Commitment to Academic Freedom and Freedom of Expression", affirming UW-Whitewater's commitment to academic freedom and freedom of expression.</u>

The values statements of our Strategic Plan describe what we believe in: diversity and opportunity, collaboration, integrity, service and social responsibility, learning and academic excellence, and shared governance.

It includes six major goals: improving student access and success, transforming lives and improving society, fostering diversity and inclusion, strengthening our resources, deepening partnerships and relationships, and celebrating the accomplishments of our campus community.

Goal 3: We will foster diversity and inclusion.

Our primary action of Goal 3 is to define and track cultural fluency, and implement programs to enhance cultural fluency of students, staff, and faculty.

We will strive to increase the cultural fluency of our students, staff, and faculty by developing a mechanism that includes a definition of, and metrics for, measuring cultural fluency. We will use these metrics to assist in the development and implementation of programs. Our Key Performance Indicator is increased cultural fluency as determined by definition of and mechanism for measuring it over time amongst students, staff, and faculty.

We will continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued. We will support and implement programs that are geared towards fostering an inclusive, respectful campus environment by empowering the Chancellor's Inclusive Excellence Committee to develop a plan for supporting, implementing, and evaluating programs that will help the campus build a more inclusive, respectful campus culture for all students, staff, and faculty. We will use these evaluation results to identify areas where programs can be implemented and improvements can be made. Our Key Performance Indicators are: an increased sense of belonging as determined by definition of and mechanism for measuring it among students, staff, and faculty; as well as documentation of programs and opportunities that promote a sense of belonging for students, staff, and faculty.

Below are several examples demonstrating UW-Whitewater's entities, organizations, programs, events and activities in support of academic freedom and freedom of expression for our campus community:

<u>Campus Entities and Organizations</u>
Freedom of Expression & Use of Campus Facilities/Land

Chancellor's Committee on Inclusive Excellence Student Diversity, Engagement and Success Includes the following:

African American NetworkLatino Student ProgramNative American Support ServicesSoutheast Asian Support ServicesAcademic NetworkKing/Chavez ScholarsCenter for Global Education, , , , ,

Pride Center at UW-W

LEARN Center: Teaching Diversity

Hate / Bias Response Team and Incident Reporting

Examples of Campus Programs, Events and Activities (Summer 2017 to Present)

Visual Voices Exhibit

It's on Us Documentary Screening

The Butterfly Project Workshop

Veterans Week 2017

The Great War and the Making of Arab Nationalism

National Black Student Union Conference

Global Café on Spanish Speaking Countries

32nd Annual MLK Commemorative Event

Spring 2018 Global Experiences Fair

Becoming Ryan: Eating Disorder Recovery

International Dinner 2018

Writing & Reading Personal Racialization Stories

White Folks: Race & Identity in Rural America

Poetry Celebration/WI Poet Laureate Karla Huston

Seeking Justice for Women in Indian Country

African American Heritage Lecture Series (Ongoing)

Native American Heritage Lecture Series (Ongoing)

Latino Heritage Lecture Series (Ongoing)

Southeast Asian Heritage Lecture Series (Ongoing)

Contact Person:

Name:

Kari Heidenreich

Title:

Executive Assistant to Chancellor Kopper

Email Address:

heidenreka12@uww.edu

Phone Number:

262-472-1921

Creating a positive learning environment

Sponsored by Academic Affairs November 18, 2016

Introductions

• Why are we here today?

• What have we observed?

• What are our concerns?

• What can we do?

Topics for Discussion

Application of Legal Concepts

 Tools for Managing Classroom Discussions and Behaviors

Scenarios/Discussion

What are our goals?

• For students?

• For ourselves as faculty and instructors?

• For the institution?

What are our challenges?

 Incidents on and off campus have resulted in students feeling fearful and unsafe

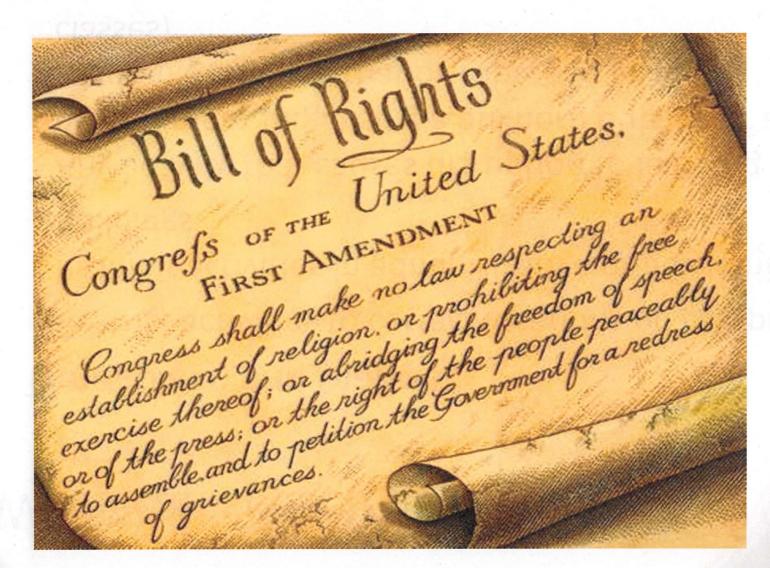
 Interactions between students of differing political views have led to negative comments and intimidation

 Faculty and staff are observing these interactions between students and are unsure what to do.

Example 1

An international student (Chinese) is working with his supplemental instruction (SI) tutor, a white female student. A few tables away several African American students are studying together. The international student turns to his tutor and says: "I don't like colored people. They're disgusting." He says it loudly enough for the African American students to hear. The SI tutor is stunned and doesn't know what to say, so she remains silent, but reports the incident to the faculty member. The faculty member doesn't know what to do or say, either, and is dreading the next class period when she will see this student.

Speech on Campus



When can speech be regulated?

Time, place and manner

- Restrict activities to certain locations on campus
- Prohibit activities in administrative or academic buildings
- Any activity that causes disruption to learning environment (e.g. using a bullhorn outside of an academic building that disrupts the inside classes)
- Residence Halls (private spaces)

When can speech be regulated? (cont.)

Social Media

- Usually do not monitor student's social media posts or activities (but do review posts on official university webpages)
- Can restrict or discipline for social media
 - IF the forum is part of an educational course or program; OR
 - The activity would violate an academic program's policy or rule that applies to the discipline.

Scenario A

A student of color in your class informs you that another white student in the same class has posted a message on the Department's Facebook page that stated "Diversity is nothing more than black students trying to rig the system in their favor. Things are going to be different now!"

What do you do?

When can speech be regulated? (cont.)

- Instructional settings/classrooms
 - Professors can set standards in instructional settings as long as purpose is to promote the learning environment and not solely to restrict speech/expression.
- EX: No sarcasm, no disrespectful postings, no attacks on other students, professionalism at all times, no prejudicial language, no proselytizing

Scenario B

During a political science course, a student of color tells a white student (in a loud voice) that the white student has no right to speak because he was born privileged.

What do you do?

When can speech be regulated? (cont.)

True Threats

Speech that is intended to place victim in fear of bodily harm

Fighting Words

 Very utterance of words inflict injury or incite an immediate breach of peace

Incite to Commit Violence

Speaker intends to incite others to commit violence

Scenario C

A male student walks up to a female student outside of the UC and grabs her on the rear. She turns around and says "Don't touch me!" In respond, the male student says, "The President-elect says I can do whatever I want!"

What do you do?

Scenario D

A group of students form a large group outside of the UC and begin to chant "Not my President!" The student who is leading this group chat sees a white male student walking toward the UC who is wearing a t-shirt that says "Trump for President." The student leader yells to the male student and says "You are the reason that this country is going to hell!" The male student yells back "Kiss my ass!" The student leader then yells to the crowd, "This guy needs to be taught a lesson. Take him down!" In response, the white male starts to run away and members of the crowd run after him.

What about outside the classroom?

- Discriminatory Harassment
 - Unwelcome conduct based on a person's protected status that is sufficiently severe or pervasive and interferes with a person's education or participation;
 - Creates an offensive, intimidating or hostile learning environment.
- Name calling, graphic or written statements, text
 messages, social media posts or other conduct that may be
 physically threatening, harmful or humiliating.

What about hate speech?

- Speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits.
- Supreme court has not recognized an exception to the First Amendment.

 To be disciplined, the speech must fit within an exception (e.g. true threat) or rise to level of discriminatory harassment.

Faculty's Speech in Classroom

- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
 - AAUP Statement of Principles on Academic Freedom and Tenure
- Students may raise concerns regarding the manner in which a course is taught if controversial topics are discussed.
- Courts have ruled in favor of faculty speech that is germane to the classroom <u>subject matter</u> and advances an academic message.

Political Activity

 Public employees are prohibited by state law from engaging in any form of <u>political</u> <u>activities</u> during work hours or through the use of any state property or equipment.

 Comments regarding the specific actions, positions, or records of a particular candidate may be perceived as support or endorsement by the institution of a particular candidate or political party.

Managing Classroom

Starts before class

- Create syllabus with clear expectations
- Set ground rules in writing

Start of class

 Provide notice and expectation of behaving in a respectful and professional manner

Enforce ground rules

- no insults, personal attacks, speaking out of turn, refusing to listen or interruptions
- If violate rules, should remind, give final warning and then excuse from class period.

Managing Classroom (cont.)

- Discussion of course content and materials
 - Avoid engaging in discussions or comments that are not germane to the subject matter of the course
 - If discussions arise that involve a particular viewpoint or belief, allow for the opposing view or belief to be considered as well
 - Remain neutral on political issues

Managing Classroom (cont.)

Address missteps

- Such as unintentional comments that are perceived as prejudicial or offensive
- Discuss ways to modify behavior to learn from it

Be intentional in use of social media

 Avoid posts or comments that may be perceived by students as inappropriate or outside of your role as faculty member

Controversial Discussions

- Remind students that the purpose of class is to engage in an <u>open exchange of ideas</u> in a respectful and nonthreatening manner
- Discuss and explore any resistance to the points made
- Ask students to share more about "why" they feel or think the way they do (without accusations, blame or ridicule)

Controversial Discussions (cont.)

- Validate their feelings
- Encourage alternative viewpoints
- Interrupt when things go south redirect the conversation to the main point rather than shut down the discussion
- If the discussion becomes detrimental to the learning experience, end it

As a campus community

- Respect the right <u>of all students</u> to engage in discourse, discussion, expression and ideas
- Promptly address behaviors that are threatening, harassing or discriminatory
- Respond to offensive, hateful speech with a clear message that such conduct is contrary to the university's mission and value, and reaffirm your commitment to creating a safe and inclusive campus community for all students.

Campus Resources

- Use existing policies and resources
 - Dean of Students Office
 - CARE Team
 - Hate Bias Incident Reporting
 - Campus Culture Working Group
 - Inclusive Excellence
 - Counseling Services
 - Educational Programs

Open Discussion

African American student is the only one singled out

Example 2

A freshman female African American student takes a seat in class, and two Caucasian women sitting nearby roll their eyes and then get up and move away. The African American student begins to notice that many of the Caucasian students won't sit near her and some refuse to work on group projects with her. The professor seems to begin to notice that no one will pair up with the student, and she begins to assign students to work with her. The African American student is the only one singled out for an assigned partner, and she feels completely humiliated and angry with the professor.

Example 3

A female Middle Eastern student wearing the hijab is seated in the front of a classroom waiting for class to start. Several Caucasian students come in and just about sit down close to her. But then one student notices her and says to his friends, "Let's don't sit here. She looks like ISIS. She probably has a bomb under her scarf." The all turn away and move to the other side of the classroom. The student asks her faculty member if she can drop the class, but it is past the withdrawal date. The faculty member tells the student: "Sorry, but I can't force people to sit next to you. You'll just have to rise above it and ignore them."

Example 4

During a class lecture, a Middle Eastern student wearing a head scarf has her head scarf pulled down in back by a student behind her. She quickly pulls it up and turns to see who did it. "Oh, sorry," says the student behind her. "It was an accident." After it happens a second time, the Middle Eastern student tries to discretely move down a few seats. A few days later, in the same class, it happens again – a different student does it this time.

Example 4 (cont.)

The Middle Eastern student goes to her professor after class and tells him what has happened and how much it upsets her. The professor laughs and says: "Oh, they're just curious and immature. Just don't let it bother you." The student is angry, hurt and frustrated that the faculty member won't take any action, but feels powerless. She arrives early to class every day so that she can get a seat in the very back row and piles coats and her backpack on the chairs on either side of her so that these students can't sit right next to her.

Thank you for your participation

Informed Discussions

Civil and Respectful Communication, Discourse & Debate in the Classroom

A Faculty Guide

PaperClip Communications

Your Valuable Role

Higher education is a setting infused with debate and discourse designed to encourage thinking and learning among students. As you well know, one of your roles as a faculty member is to create deliberate, intentional opportunities for students to engage socially across boundaries. It's certainly not your job to take away the tension that comes with this, but there are some steps you can take to help students handle conflict and controversy with civility. In today's sensitive society, many of us fear taking an unintentional misstep — and the backlash

Agreeing to Disagree

Unfortunately, it's easy for students to find examples of uncivil discourse all around them. From political candidates to reality TV shows to anonymous Tweets and other social media posts, insensitivity and conflict with no accountability can appear to be the norm.

You can help students understand that our community welcomes free speech, yet when language offends, threatens or insults groups based on race, color, gender, sexual orientation, ethnicity, religion, ability, nationality, political affiliation or other traits, it doesn't contribute to an inclusive community. Purposefully inciting hate and doing harm has no place at an institution of higher learning. Showing students how they can agree to disagree — with honesty and respect — is of great value to all.

that can ensue. However, you can role model appropriate engagement for students to show them how it's done.

Discomfort, challenge and dissonance are all parts of the educational process and you can create an environment where individuals have the courage to speak up, instead of the fear of experiencing harm, in the name of learning. Creating a safe space where free dialogue can occur is one way to facilitate controversial conversations with civility, helping students grow into engaged, respectful global citizens. You are in a valued position to do this, amidst today's heightened racial, political and cultural tensions.



Microaggressions & Marginalized Groups

Microaggressions are those everyday verbal, nonverbal and environmental slights — whether intentional or unintentional — that are indicative of an undercurrent of social tension. Statements like, "Where were you born?" and "You people are so inspiring" may seem like innocent sentiments, but in reality they undermine student persistence and academic success. They can also create a larger divide and have a cumulative impact, leaving marginalized group members feeling unheard, unsafe and unwelcome. Unfortunately, microaggressions run rampant across campus, even among people with the best of intentions.

You play an important role in maintaining a safe and secure community — both in and out of the classroom. Things like refusing to use preferred gender pronouns, asking students of color to represent the thoughts of others "like them" and polarizing students based on their political viewpoints are all examples of microaggresions regularly happening within higher education today. The more you commit to reinforcing a climate of diversity, equity and inclusion, the more likely you'll be to facilitate safe, open dialogue.

When Missteps Happen

If people unintentionally make prejudicial or offensive comments, you can help them:

- · Remember that impact always carries more weight than intent
- Not dismiss or diminish the feelings at hand
- Try not to get defensive
- Recognize that they took a misstep and learn how not to do it again

We are all human. You'll demonstrate your commitment to civility by acknowledging the misstep, validating feelings and engaging in conversation to expand individuals' knowledge — plus you'll be modeling an important skill set for students as they prepare to enter the professional workplace.

The Impact of Microaggressions

Microaggresions can take a toll on marginalized groups, causing:

- » Constant vigilance and uncertainty
- » Self-doubt
- » Fear that bringing it up could hurt a relationship or career path
- » A feeling of not belonging
- » A change in natural behavior
- » Pressure to act "right," like the majority
- » A lack of trust in majority/privileged group members

Elements of an Inclusive Classroom

Classroom climates that promote civil communication, discourse and debate include the expectation that people will:

- Practice civility and respectful behavior
- Actively work to include everyone and to eliminate oppression
- Assume good intent, but explore the unintended impact of comments and behaviors
- Seek to listen and to learn
- Encourage and acknowledge different perspectives
- · Challenge opinions respectfully
- · Be honest
- Be aware of the lens through which they view the world
- Take risks
- · Respect and maintain confidentiality

The Importance of Self-Work

We all have conflict hot buttons. As a facilitator of difficult conversations, it's important to recognize yours so you don't get caught off guard or react in a way that unintentionally escalates a conflict.

Ask yourself:

- » Who am I?
- » What am I carrying with me?

By knowing your triggers, you'll be better able to focus your energy on students as they find common ground and work through conflict in a civil way.

- Share air time
- Engage in respectful disagreement
- Recognize their hot buttons and work to positively manage them
- Trust in the dialogue, even when it's difficult
- Acknowledge that "moving towards" is movement and celebrate this

Equal vs. Equitable

Students sometimes get tripped up when it comes to the difference between equal and equitable, and it can lead to conflict. Here's a simple example you can share with then to help clarify the concepts:

Imagine two students sitting in a classroom lecture. Both have equal access to the verbal lesson and opportunity to learn. But one student was the last to arrive and the only seat left was in the back of a huge auditorium. That student happens to use a hearing aid. While access is equal, it's not equitable.

Reminding students that equality means giving everybody the same thing, regardless of what they need, while equity is about giving everyone a fair shot so inequality doesn't continue, can help diffuse misunderstandings about access and inclusion.

Difficult Conversations in the Classroom

You know how to facilitate learning. It's ingrained in you as an educator. Yet today's unsettled world can make this more difficult at times. Many educators are worried about doing or saying the "wrong" thing. They are afraid of causing conflict, triggering emotion, or igniting a campus disruption or dangerous confrontation.

Here are some tools that can help you facilitate difficult conversations in your classroom:

- Communicate your commitment to the institution's mission and vision.
- · Consistently treat everyone with respect, dignity and care.
- Accept responsibility for the welfare of the entire class.
- Create a learning environment based on honest interactions.
- Set up ground rules for civil discourse and revisit them regularly.
- Hold students accountable for harmful or offensive comments and behaviors.
- Continually assess group dynamics through the lens of equity and inclusion to ensure that all students have an opportunity to contribute and feel heard.
- Watch body language and tone, and challenge students to explore their reactions.
- Acknowledge and validate feelings, explore solutions and summarize dialogue to help encourage understanding.
- Teach students how to respond effectively after they make an exclusionary or prejudicial comment— and how to recognize when their biases or assumptions may have influenced their emotions or behaviors.
- Show students how to argue passionately, but respectfully so they learn how to disagree without personalizing their opinions to a specific person or group.
- · Recognize common themes of marginalization within discussions.
- Redirect, but don't squelch, conflict when it arises. If need be, agree to take a break and come back to the conversation once emotions are back in check.
- Continually work to deepen your own cultural competencies and let students know you are doing so.

Are Your Policies Inclusive?

Consider how your current departmental policies — and those within your specific syllabi — either encourage or hinder equity and inclusion. Are the policies designed to support the academic success of all students, including members of marginalized groups?

Engaging Resistance

When you challenge students to address questions of social justice and equality, you are asking them to question their fundamental belief systems. Sometimes, they resist this challenge.

In this context, it's important to remember that debate is a process — and a craft. As difficult as it can sometimes be, without dissent there often can't be growth. Consider how you can:

- · Get students to challenge the status quo and consider alternative perspectives
- Encourage them to engage in critical self-reflection
- · Effectively foster and facilitate critical debates that can often be the most challenging
- Get students to stretch beyond their comfort zones
- Create an appropriate amount of challenge and support
- Recognize your own triggers, so you don't allow them to impede your work

In addition to societal factors that contribute to resistance, sometimes students are just afraid of change. Difficult conversations can make students uncomfortable. But as you well know, it is within this discomfort that students learn a great deal about themselves and others.

To successfully engage students who are resistant in your classroom, you can:

- Ask them to tell you more about why they feel or think the way they do
- Not skim over a topic just because it might make them uncomfortable, but do validate their feelings
- Encourage alternative viewpoints while maintaining respectful dialogue
- Interrupt dynamics when things start to go awry and redirect the conversation rather than cutting it off, reminding participants about the components of civil discourse

Take Care of Yourself, Too

As students reach their tipping points, they sometimes turn to faculty they trust and identify with for help. This can put you in the position of providing extensive care and advisement — sometimes to your own detriment.

At the same time, you may also worry that potential pitfalls are inevitable or that you'll cause irreparable harm, leaving you wondering how to speak up and respond effectively.

In the midst of it all, it's important that you take care of yourself, too.

Managing Classroom Dynamics

Privileged Groups:

- Define what is normal
- Make the rules
- Have greater access to power and resources
- Generally assumed to be "greater than" or "better than"
- Given the benefit of the doubt
- Often unaware of privilege

Marginalized Groups:

- · Have less access to power and resources
- Generally assumed to be "less than," "inferior" or "deficient"
- · Often feel the need to assimilate or to fit in
- Have their truth and experiences questioned and invalidated
- Relegated to the outer edge of society/community
- Very aware of oppression

The Impact on Classroom Dynamics

Privileged groups and marginalized groups lend unique dynamics to every classroom conversation that may become heightened in times of conflict. Your ability to recognize these dynamics and respond accordingly can make all the difference in successfully facilitating discourse and debate that remains civil.

Some things to keep in mind include:

even when it's controversial.

- There is both visible and invisible privilege and marginalization and some students will experience both
- Privilege and marginalization can't be changed or chosen — it's innate.
 This can create frustration for some.
- The need for privileged group members to sometimes feel like they have to defend themselves
- The challenge marginalized group members sometimes feel with finding their voice or speaking up
- Sometimes those who are privileged are unaware of their privilege
- Sometimes those who are marginalized are afraid of challenging the status quo out of fear of being punished

Being an Inclusive Leader

You can do a great deal to demonstrate your commitment to inclusivity, such as:

- » Infusing equity and inclusion into your teaching and advising strategies
- » Acknowledging your own missteps
- » Respectfully and educationally interrupting microaggressions when they occur
- » Regularly assessing your policies and climate to identify embedded bias or unintended impact on members of marginalized groups
- » Challenging campus policies and practices that aren't inclusive
- » Continuing to develop your multicultural competence

In a Community of Character...

We don't tolerate discrimination based on race, gender identity, religion, faith, ability, sexual orientation, size, socioeconomic status, age or ethnicity.

Tough topics are discussed face-to-face, not behind people's backs.

There's an environment that welcomes multiple ideas and multiple ways of thought.

We celebrate the accomplishments of others rather than being threatened by them.

People do their own work, and never take credit for that of others.

We don't take advantage of the kindness of others.

Trust is the name of the game.

Treating others' property with care is how it's done.

We leave a place better than we found it.

People ask, "How are you?" and stick around for the answer.

We admit when we're wrong instead of playing the blame game – and learn from our mistakes. People want to improve the world and enjoy it, too.

Interruptions are infrequent. After all, it's not just about us.

We listen to the views of others, even if we don't agree.

There are always at least two sides to an argument.

We rise to the challenge instead of hiding behind what's "safe."

There's an awareness of "How will my actions impact others?"

We look out for one another.

We teach one another and willingly accept what we can learn from one another.

There's a desire to go beyond first impressions.

We treat people fairly, kindly and with compassion.

Everyone is encouraged to get involved and share their special gifts.

Everyday moments, as well as big accomplishments, are celebrated.

Respect is earned - and mutual.

We seek to include people, not exclude them.

We look for the good in people and honor the content of their character.

By Julie Phillips

Informed Discussions

Civil and Respectful Communication,
Discourse & Debate

A Student's Guide

PaperClip Communications

Why This Matters

No matter how hard we try, when it comes to race, culture and difference, there is no one-size-fits-all. And when you throw politics and religion into the mix, things get even messier. Our society has yet to get this right. Like ever. Our campus should provide a safe place to have difficult conversations and debates about these topics,

as long as we remain civil and respectful of one another in the process. But this

can sometimes be challenging,
especially when our values are
questioned and our buttons

Questions to Consider

Who am !?

especially when of questioned and are pushed.

Asking yourself those questions is important because they shape every interaction you have. Considering those questions about others in your community is equally important. We often miss the context, but we must pay attention to it because it informs the content.

What am I carrying with me?

As we work together to shift our society to be even more inclusive, it's important to remember that diversity is a topic that pertains to everyone. This is about all of us. The road will be bumpy, as we're human and make mistakes, but if our common goal remains to understand and to grow, we'll be on the right track.

Agreeing to Disagree

Unfortunately, it's easy to find examples of uncivil discourse all around us. Our political candidates are rude to one another. Reality TV shows make arguments and insensitivity appear to be the norm. And anonymous social media posts create conflict with no accountability.

Our community welcomes free speech, of course. However, when language offends, threatens or insults groups based on race, color, gender, sexual orientation, ethnicity, religion, ability, nationality, political affiliation or other traits, it doesn't contribute to an inclusive community. Purposefully inciting hate and doing harm has no place at an institution of higher learning. We can agree to disagree — as long as we do so honestly and respectfully.

How to Have Informed, Civil Discussions

You can have difficult discourse and debate in a way that is respectful and civil. After all, being civil doesn't mean you can't be honest. Our campus community can be one of the best places to engage with those who are different from you. In fact, you may never get the chance to be surrounded with so much difference in a safe environment than during your college years. Take advantage of this opportunity!

- Listen more than you speak.
- Seek to learn instead of just reinforcing the opinions you already hold.
- Be honest about your biases and lack of knowledge.
- · Own your feelings.
- Watch your non-verbals.
- Agree to disagree when necessary.
- Maintain a positive attitude.
- Remember that conflict can be a good thing because challenge leads to growth.
- Take a break and agree to regroup at another time if things get out of hand.
- Tap into professionals on campus for support and information.

Anonymity is No Excuse for Incivility

Imagine you're in a room full of people and somebody pushes your buttons. How do you react? Do you remain silent or address the situation civilly? Or, do you rant, spewing whatever comes to mind without thinking about how inappropriate or hurtful it may be? It's likely you do the former, rather than the latter.

So why do so many people post things on social media they would never say in public? Just because you can hide behind anonymity online, it doesn't mean civility should go by the wayside. The more you let yourself be disrespectful online, the less likely you are to act civilly in situations where professionalism and decorum are required. You could lose a friendship, a job opportunity or something even bigger.

Use "I" Statements

Usually, you can't go wrong with "I" statements because they generally emphasize what you feel. Plus, they make it harder for others to get defensive because you aren't placing blame on them. Using "I" statements in a difficult conversation is a great way to be assertive, rather than aggressive. It can make the difference between agreement and disagreement.

The Components of Civil Dialogue

Conflict is a part of life. It's an opportunity for learning because it forces people to explain their opinions, brings issues to the surface, offers room to express empathy and serves as a great vehicle for creating change. But tough conversations can sometimes be rather uncomfortable and awkward.

Consider these components of civil dialogue in order to work through difficult discussions:

- Behavior. What you say, what your non-verbals show and the actions you take when
 engaging with someone are behaviors that make a difference.
- Intent and Impact. You can't choose the outcome of a conversation, but you can
 choose the goal: to help or to hurt.
- Context. The background individuals bring to the table, what the community you
 are in looks like and what's going on in the world at the time of the conversation all
 matter.
- Identity and Social Capital. Power and privilege impact who you are entering a conversation with and the standard to which you are held.
- Norms and Rules. Pay attention to written and unwritten codes of conduct, common understandings and social contracts that govern how we interact with one another.
- Free Speech. Develop the ability to express your views respectfully, even if others don't agree.

Conversation is *never* really simple. There are always a number of dynamics at play. Remembering these dynamics can help you conduct yourself well, especially when dialogue becomes difficult.

We Don't All Think the Same — and That's a Good Thing!

We sometimes tend to think that all others act and feel the same way that we do, especially when we surround ourselves with those who share similar values. Yet there is a whole world of beliefs, opinions and preferences out there.

Challenging yourself to embrace other ways of thought and action leads to growth. The more you expose yourself to difference, the more you'll equip yourself with the tools and awareness you need to be successful on campus — and in your professional and personal life after graduation.

What an Inclusive Community Looks Like

Civil communication, discourse and debate happen when communities are inclusive.

Inclusive communities have people who...

- Welcome and value difference
- · Act and listen to others respectfully
- Expect civility
- · Value honesty
- Actively work to include everyone and to eliminate oppression
- Engage and empower others
- Acknowledge everyone's unique contributions
- Are open to new perspectives and intentionally seek them out
- · Share air time
- · Hold people accountable for their actions
- · Take risks
- Respect and maintain confidentiality
- Recognize their hot buttons and work to manage them
- Trust in the dialogue, even when it's difficult

When You Are Exclusive

People are exclusive when they maintain dominance of one group over another, restrict membership to their "group" and are discriminatory towards others. If you catch yourself or someone else being prejudicial or engaging in exclusive behavior:

- » Take a moment to breathe and collect yourself.
- » Acknowledge what's happening and hold those responsible accountable including you, if you're engaging in the behavior.
- » Engage in a respectful, civil dialogue about how to rectify the situation.
- » Apologize to those involved.
- » Learn from the mistake and move forward.

Equal vs. Equitable

Imagine two students sitting in a classroom lecture. Both students have equal access to the verbal lesson and opportunity to learn. But one student was the last to arrive and the only seat left was in the back of a huge auditorium. That student happens to use a hearing aid. Equal? Yes. Equitable. Nope.

Equal = the same

Equitable = fair

Equality is not enough because it means giving everybody the same thing, regardless of what they need. Equity means everyone gets a fair shot so inequality doesn't continue.

Microaggressions

"Little" Acts That Have Big Consequences

"Where were you born?"

"You're very pretty for a black girl."

"Has your counselor fixed you yet?"

"Why do you sound 'White'?"

"When I look at you, I don't see color."

"You people are so inspiring."

"Do you really think you should eat that?"

As we continue to see tremendous upheaval in our world, it's critical that you consider the role and responsibility you have in maintaining a safe, secure community.

"It's not a big deal." We often hear that after an insensitive comment is made. But what happens when that comment is indicative of an undercurrent of social tension on campus? An environment

where some feel invisible or unsafe? "IT" is a big deal. These "microaggressions" create a larger divide and have a cumulative impact, leaving some people feeling unheard, unsafe and unwelcome.

We All Make Missteps

Most people mean well. It's important to remember that. Unfortunately though, even when we don't intend to hurt others, we sometimes do by not being conscious of the meaning and effect our statements or behaviors may have. If you do unintentionally cause harm:

- Remember that impact always carries more weight than intent
- Don't dismiss or diminish the feelings at hand
- Try not to get defensive
- Recognize that you made a mistake and learn how not to do it again

Recognizing Your Triggers

We all have conflict hot buttons, those actions and topics that irritate us or trigger our emotions. It's important to recognize yours so you don't get caught off guard, react in a way that escalates a conflict or make a swift, broad-sweeping decision that you later regret.

Ask yourself:

- What behaviors do I dislike?
- When do I feel irritated?

By knowing your triggers, you'll be better able to keep your emotions in check when people push your buttons. As a result, you'll be able to engage in calm, respectful conversations.

Engaging in Respectful Discourse...

- Prepares you for positive participation within the broader society
- Helps you learn to articulate what it is that you believe
- Opens you to other ways of thinking and behaving
- Enables you to proactively address conflicts before they become destructive
- Allows you to be honest while still maintaining civility
- Puts the "agree to disagree" mantra into positive action

Internalized Dominance - When members of a privileged or dominant

group see themselves as having a socially superior status and accept that as normal

and deserved

Internalized Oppression - When members of targeted/marginalized groups believe and further perpetuate the dominant system of beliefs about their own group

Definitions created by the PaperClip Communications Staff

Privileged Groups - Define what is normal, make the rules, and have greater access to power and resources; generally assumed to be "greater than" or "better than" and given the benefit of the doubt; often unaware of privilege

We know that you know the basics, but here are some key terms to understand while liv-

Marginalized Groups - Have less access to power and resources and are generally assumed to be "less than," "inferior" or "deficient"; often feel the need to assimilate or try to fit in, but have their truth and experiences questioned and invalidated; relegated to the outer edge of society/community and very aware of oppression

Allyship - The process of standing up for and building relationships with those in marginalized/targeted groups; one's work is not self-defined, but rather is recognized by others

Bias - Prejudice that interferes with one's impartiality

Terms to Know

ing and learning in our community — and beyond.

Social Justice - Genuine equality, fairness, opportunities and respect among all people

Social Constructs - Ideas or perceptions about an individual or a group that have been created over time through social practices; they appear to be "just the way things are" when, in reality, they have just evolved out of historical repetition

In a Community of Character...

We don't tolerate discrimination based on race, gender identity, religion, faith, ability, sexual orientation, size, socioeconomic status, age or ethnicity.

Tough topics are discussed face-to-face, not behind people's backs.

There's an environment that welcomes multiple ideas and multiple ways of thought.

We celebrate the accomplishments of others rather than being threatened by them.

People do their own work, and never take credit for that of others.

We don't take advantage of the kindness of others.

Trust is the name of the game.

Treating others' property with care is how it's done.

We leave a place better than we found it.

People ask, "How are you?" and stick around for the answer.

We admit when we're wrong instead of playing the blame game - and learn from our mistakes.

People want to improve the world and enjoy it, too.

Interruptions are infrequent. After all, it's not just about us.

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There are always at least two sides to an argument.

We rise to the challenge instead of hiding behind what's "safe."

There's an awareness of "How will my actions impact others?"

We look out for one another.

We teach one another and willingly accept what we can learn from one another.

There's a desire to go beyond first impressions.

We treat people fairly, kindly and with compassion.

Everyone is encouraged to get involved and share their special gifts.

Everyday moments, as well as big accomplishments, are celebrated.

Respect is earned - and mutual.

We seek to include people, not exclude them.

We look for the good in people and honor the content of their character.

By Julie Phillips

Creating a positive learning environment

Presentation to UW-W Colleges Fall 2017

Susan Elrod, Provost
Paige Reed, Institutional Policy and Compliance
Artanya Wesley, Dean of Students
Joel Nilsestuen, Gov't & Community Outreach Coordinator

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What are our goals?

- Creating and maintaining civil discourse and classroom environments that promote learning.
- Ensuring faculty and staff know how to manage and to respond to situations that may lead to a negative climate.

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Campus Free Speech Bill

- Latest Update:
 - Passed by Assembly and currently in Senate Committee on Universities and Technical Colleges
- · Bill as amended
- For more information visit https://legis.Wisconsin.gov
 - Enter "ab299" under Law and Legislation
- Questions? Contact Joel at
 - 262-472-1577
 - nilsesjd@uww.edu



What is Civil Discourse?

Engaging in conversation in a way that is intended to enhance understanding

Includes:

- Dispassionate objectivity
- · Respect for other participants
- · Does not diminish moral worth
- · Does not question good judgment
- Avoids hostility, antagonism or excessive persuasion
- Requires modesty and appreciation for the other person's experience
 - Kenneth J. Gergen's description of "civil discourse."



Rights of Students

- May engage in free speech and expression on campus
- May protest peacefully in a non-disruptive manner
- May enjoy, substantially, all of the rights and protections set forth under law and policy (university handbooks, websites and disciplinary codes)



Faculty's Speech in Classroom

- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters that have no relation to their subject.
 - AAUP Statement of Principles on Academic Freedom and Tenure
- Courts have ruled in favor of faculty speech that is germane to the classroom subject matter and advances an academic message.



Courses & Instructional Settings

- May set standards in instructional settings as long as purpose is to promote the learning environment and not solely to restrict speech/ expression.
 - Hosty v. Carter, 412 F. 3d 731 (7th Cir. 2005)
- May restrict student's speech or expressions during school-sponsored activities (assignment, class, activities) as long as actions are reasonably related to legitimate educational concerns.



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Managing the Classroom

Before class ... put rules in writing
Start of class ... set the stage
During class ... enforce the ground rules
During discussions ... remain neutral
Address missteps ... learning moment
Use campus resources ... we are a community

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Scenario

You teach a course that has content related to social and economic issues in society. You believe you have done a good job in the past at teaching in a manner that brings in multiple perspectives and does not incorporate your own personal or political beliefs and values.

Before the semester begins, you receive an email from a student asking whether the course will include conservative viewpoints in the section of the syllabus labeled "civil liberties." The student claims that your course reading materials only contain liberal points of view. The student copies the entire class on the email correspondence.

- What are the issues?
- What is the best approach for responding to this situation?

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Campus Resources

- Dean of Students Office
- Hate Bias Incident Reporting/Committee
- Campus Culture Working Group & Inclusive Excellence Committees (each college and at the university level)
- CARE Team
- Other educational programs (details in future campus announcements)
- New resource webpage coming soon!!!

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